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OISE Bulletin

1991/92

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

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1991/92

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

All inquiries should be addressed to the Registrar,
Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario, Canada M5S 1V6.

Students should bring this Bulletin when they register.
No assurance can be given that additional copies
will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, and dates are expected to be as announced, but the Institute reserves the right to make necessary changes. At time of publication, the University of Toronto 1991/92 fees schedule has not yet been established; the amounts quoted in the fees section of this Bulletin are from the 1990/91 schedule, and are expected to increase in 1991/92.

2. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1991, for the 1991/92 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and Protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone: 416-923-6641).

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1991 ACADEMIC CALENDAR

JANUARY 7

Lectures for the second term of the Regular Session begin

JANUARY 11

Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15

Balance of required fees due without further notice

JANUARY 15

Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1991 Summer Session or the 1991/92 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made. (The Office of Graduate Studies will accept applications up to February 1 for the 1991/92 Regular Session, since many applicants may not be aware of the advance of the deadline this year)

JANUARY 20

Grade submission date for 1990/91 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20

Final deadline for SDF designation for 1991 Summer Session courses to be changed to a regular grade or a failure

JANUARY 24*

Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 24*

Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 25

Final date for registration for students beginning programs in second term

JANUARY 25

Final date for changing second term courses

JANUARY 31†

Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 1

Final date for receipt of applications for a 1991/92 Regular Session Graduate Assistantship (for full-time study only)

MARCH 1

Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 1

Final date for withdrawing from second term and full year courses without academic penalty

MARCH 11–15

Midwinter break in the Ontario school system (no OISE classes scheduled)

MARCH 29

Good Friday (offices closed, classes rescheduled)

APRIL 1

Easter Monday (offices closed, classes rescheduled)

APRIL 1

Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 12

Last day of lectures, Regular Session

APRIL 12

Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this date, maximum enrolment may be reached in some courses well before it

APRIL 15, 16
Course examinations, Regular Session

APRIL 19*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 26†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20
Grade submission date for 1990/91 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20
Final deadline for SDF designation for 1990/91 first term courses to be changed to a regular grade or a failure

MAY 20
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

JULY 1
Canada Day (offices closed)

JULY 2
First day of lectures, Summer Session

JULY 2–4
Summer Session registration

JULY 15
Deadline for course changes in Summer Session

AUGUST 5
Civic Holiday (offices closed, classes rescheduled)

AUGUST 8
Last day of lectures, Summer Session

AUGUST 12, 13
Course examinations, Summer Session

SEPTEMBER 2
Labour Day (offices closed)

SEPTEMBER 3–6
Regular Session registration (full-time students only) 10:30 a.m.–12 noon and 2:30 p.m.–4 p.m. Also 10:30 a.m.–12 noon and 2 p.m.–3 p.m. between September 9 and September 12

SEPTEMBER 11
Lectures begin

SEPTEMBER 9–12 AND 16, 17
Regular Session registration (part-time students only) 3:30 p.m.–5:30 p.m.

SEPTEMBER 17
After this date a late registration fee will be assessed

SEPTEMBER 27*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 30
Grade submission date for 1991 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 30
Final deadline for SDF designation for 1990/91 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 4
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 4†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 11
Final date for changing first term and full year courses

OCTOBER 11
Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn

OCTOBER 14
Thanksgiving Day (offices closed, classes rescheduled)

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 1
Final date for withdrawing from first term courses without academic penalty

DECEMBER 6
Last day of lectures of first term courses

DECEMBER 9, 10
Examinations in courses completed in the first term of the Regular Session

1992

JANUARY 6
Lectures for the second term of the Regular Session begin

JANUARY 10
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1992 Summer Session or the 1992/93 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 20
Grade submission date for 1991/92 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1991 Summer Session courses to be changed to a regular grade or a failure

JANUARY 24*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 24*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 24
Final date for registration for students beginning programs in second term

JANUARY 24
Final date for changing second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 1
Final date for receipt of applications for a 1992/93 Regular Session Graduate Assistantship (for full-time study only)

FEBRUARY 28
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 16–20
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 10
Last day of lectures, Regular Session

APRIL 13
Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session. While pre-enrolment forms will be received after this date, maximum enrolment may be reached in some courses well before it

APRIL 13, 14
Course examinations, Regular Session

APRIL 17*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 17
Good Friday (offices closed)

APRIL 20
Easter Monday (offices closed)

APRIL 24†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20
Grade submission date for 1991/92 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20
Final deadline for SDF designation for 1991/92 first term courses to be changed to a regular grade or a failure

MAY 18
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. As an independent institution funded directly by the provincial government, OISE has a unique Board of Governors appointed by the Minister of Education and comprising representatives of a broad range of constituencies.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

As a graduate school of education affiliated with the University of Toronto, Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province. With over $5 million in externally funded projects annually, OISE is also a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs through nine academic departments. Most courses are offered on campus, but some (about 25–30 per year) are offered through OISE's Field Centres or distance education modes of delivery. Collaborative programs with the University's Faculty of Education (FEUT) are being developed under the auspices of the Joint Centre for Teacher Development, which was created under a new ten-year affiliation agreement between OISE and the University of Toronto in 1989. This affiliation agreement also created a Joint Committee on Education to advise both institutions on matters of graduate program policy in education. Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through seven Internal Centres. Field development activities are also carried out through eight Field Centres located across the province. In addition to its faculty complement of about 145, OISE has a large professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive specialized research collection in education in Canada. In addition, special resource collections are located in the Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the University's libraries, including the Robarts Library, which houses one of the largest humanities and social sciences research collections in North America.

In addition to formal programs of study, the Institute offers each year a considerable number of seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested students to participate in these in various capacities.

OISE currently has an enrolment of nearly 1450 master's and over 800 doctoral students at various stages in their programs. Over 750 are engaged in full-time study; about fifteen per cent of these are international students. OISE's students come from a wide variety of backgrounds in public and private education at the elementary, secondary, and postsecondary levels of the system; many also come from the health and social services professions and from non-governmental organizations. Seventy per cent of our students are women. OISE graduates hold faculty and administrative positions in universities and other educational organizations across Canada and throughout the world.

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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements for admission are to be found in the section entitled "General Requirements for Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to the Department of Curriculum, the Department of Instruction and Special Education, and the Department of Measurement, Evaluation, and Computer Applications (MECA) should carefully review the specializations within those departments and clearly indicate on form B#3 of the application materials which one they wish to pursue.

2. Application forms should be submitted with attachments (b) and (e) listed below and arrangements should be made for submission of the remaining documentation:
(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);
(b) $50 application fee (Canadian funds—not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applicants previously registered in the School of Graduate Studies are not required to pay the application fee;
(c) where applicable, three copies of documents (not returnable) attesting to teacher education, teacher certification, and experience;
(d) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled

Letter to Support Application for Admission enclosed with the application forms;
(e) a résumé (not returnable), in duplicate, indicating, in specific terms, study interests, previous career, and future goals. (Applicants to the Department of Curriculum are required to submit a *statement of purpose*; see Department of Curriculum section of this Bulletin.)
(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement is a condition of admission and must be met before leaving for Canada. Such applicants who have been recommended for admission are advised to take the test of one of the following:

English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

or

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
Princeton, New Jersey 08540 U.S.A.

(It is compulsory for applicants completing the TOEFL to also complete the TWE [test of written English].)

or

British Council
English Language Testing Service (ELTS)
10 Spring Garden
London, England, SW1A 2BN

(Applicants may also contact their nearest British Council Office.)

or (if already residing in Canada)

Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 1A3

Passing scores of at least 92 on the ELI test, 550 on the TOEFL and 5 on the TWE, or 7.0 on the ELTS test or a pass on the COPE test is required.

Alternatively, if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, success in that program, or a statement by one of the applicant's university professors, may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 42). Deadline for submission of the Graduate Assistantship application form is February 1.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1991/92 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made. (The Office of Graduate Studies will receive applications for the 1991/92 Regular Session up to February 1, since many applicants may not be aware of the advance in the deadline from previous years.)

Many students accepted to a program may wish, or be expected, to commence in the 1991 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some

OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable. Normally applicants can expect a decision regarding their admissibility during the latter part of April.

SPECIAL STUDENTS

Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

See the section "General Requirements for Admission and Degrees" in this Bulletin for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

University of Toronto degree students (including OISE degree students) have priority in enrolment in courses at OISE.

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1991 Summer Session and the 1991/92 Regular Session will be mailed during the week of *March 1* and must be returned before *April 13*. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Regular Session.

Please note: The later the receipt of the pre-enrolment forms, the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

DEFINITION OF FULL-TIME ATTENDANCE

Students in full-time attendance must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance (see Definition of Residence, page 15).

GENERAL INFORMATION

PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1991/92 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term.

Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1 to April 13* has been established as a period for pre-enrolment for the Summer Session.

January 15 is the deadline for new applicants who plan to begin their program in either summer, fall, or spring. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

See Academic Calendar for appropriate grade deadlines and mailing dates.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton, Cochrane, Dryden, Sault Ste. Marie).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site.

Students living in Northern Ontario—i.e., north of Parry Sound—will be expected to use their nearest Contact North/Contact Nord site for actual classes in audio conferencing seminar modes. Students living in Southern Ontario and beyond a 90 km radius of Toronto will be given a designated site once student locations are known. In between the face-to-face workshops, students work in local sites and communicate with their peers in other sites and the instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. Students in different geographic areas are linked via an audio-conference bridge for small- and large-group interactions. OISE and CN/CN supply expertise and audio equipment. However, for classes needing computers students must supply their own computer and modem or have regular access to one.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections of this Bulletin.

ON-CAMPUS REQUIREMENTS

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined in the "Application for Admission" section above.

Applications for new students should be submitted by January 15.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

REGISTRATION

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

Off-campus students are urged to pre-enrol in courses one month prior to the date of the first class, as there is a risk that a course may be cancelled if there is no evidence of adequate enrolment.

Please note: Off-campus students taking courses in Toronto must register in the Office of Graduate Studies on the night of their first class in the Regular Session and during the registration period in the Summer Session.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance for the time specified as the period of residence, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section of this Bulletin for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

MATERNITY LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term maternity leave, during their program of study. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH OR PERSONAL REASONS

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study. While on leave, students will not be registered, nor will they be required to pay fees. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Executive Head of Graduate Studies, OISE. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies within six months of the decision being appealed and having been communicated in writing to the appellant. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Office of Graduate Studies, OISE (ext. 2650), or from a department chairperson. See also the School of Graduate Studies Calendar 1990/91. At any stage, students have the right to appeal to the Office of the Ombudsperson at the University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON ACADEMIC SANCTIONS FOR STUDENTS WHO HAVE OUTSTANDING UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). At the time of printing of this Bulletin, the charge for a transcript is $5.50, plus $2.75 for each additional copy ordered at the same time. (These charges are subject to change.) At least two weeks should be allowed for processing.

Transcripts cannot be issued for students whose fees are in arrears.

Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by helping with the development of off-campus courses, and to research and development through local research projects.

The activities of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff—generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern/Northeastern Centre
École Publique Jeanne-Sauvé
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442
FAX: 705-671-1582

Curriculum, Sociology in Education

The Midnorthern and Northeastern Centres are currently combined as one unit with one Head. Problems in policy and practice are approached from an interdisciplinary perspective that includes sociological and psychological analysis, and the use of formal curriculum design, policy development, and implementation procedures. Current areas of interest are: French Immersion; minority concerns; child abuse; inter-agency collaboration; professional growth; and innovative teaching for complex knowledge and skill objectives. Where demand exists, Centre staff teach off-campus courses in their areas of specialization.

With the appointment of a senior Francophone academic staff member in September 1987, the Centre has been offering services to French-speaking educators in Northern Ontario under the name Centre de recherches en éducation du Nouvel-Ontario (see below).

Centre de recherches en éducation du Nouvel-Ontario (CRENO)
École Publique Jeanne-Sauvé
296 rue Van Horne, Bureau 118
Sudbury, Ontario P3B 1H9
Téléphone: 705-674-5740
Télécopieur: 705-671-1582

Départements de curriculum et de sociologie en éducation
À la suite de la nomination, en septembre 1987, d'un membre francophone du corps professoral, le CRENO dispense ses services aux éducateurs et éducatrices de langue français du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, une approche communicative dans le domaine de la mise en oeuvre, l'évaluation du travail des enseignantes et enseignants de même que celle du rendement des élèves, la recherche relative à l'hétérogénéité linguistique et à l'identité culturelle dans les écoles ontariennes. Le CRENO a aussi mis sur pied un centre de documentation. L'intérêt principal du CRENO est l'éducation des élèves de langue française.

Midwestern Centre
Margaret Avenue School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
FAX: 519-579-8370

The work of the Midwestern Centre broadly focuses on facilitating the development of educational practitioners. The interrelationship between curricular processes (curriculum review, development, implementation), curricular change, and staff development is one dimension of the Centre focus. A second focus is on the socialization and development of new teachers.

Centre faculty are involved in teaching courses in both Kitchener and Toronto in curriculum processes, action research, and professional development.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
FAX: 416-687-9447

Curriculum, Educational Administration
The Niagara Centre's work is primarily in four areas: the holistic curriculum, staff development, CRDI (curriculum review, development, and implementation), and guidance and counselling. The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
FAX: 807-475-8149

(No course offerings at this time)
The Northwestern Centre focuses its work on the general areas of the curriculum cycle (review, development, implementation, evaluation), program development, and professional development. Currently, the identification and enhancement of skills required by principals, department heads, and others in their roles as cur-

riculum and program leaders is central. Coaching as an implementation and professional development strategy is a focus for much of this work. In program development, Centre staff assist schools and school boards in developing appropriate programs for regular and exceptional students—especially intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two areas of particular interest. In addition, Centre staff are actively involved in research in gender and the history of education in Ontario.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
FAX: 613-228-7074

(No course offerings at this time)
The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. A major activity of the Centre has been and remains development of strategies and resources for student assessment, for example through OAIP, alternative assessment strategies in English, and advice on policy and practices in large-scale assessment for school systems both within the region and outside. The Centre offers services to French-speaking educators in the region.

The Centre actively cooperates with the Regional Office of the Ministry of Education in curriculum development and implementation and regional task forces. Project initiatives currently include study of stages of writing development, program reviews with attention to FSL delivery, and strategies for evaluating and reporting at elementary grades.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
FAX: 705-743-0341

Curriculum, Educational Administration
The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' complex intellectual skills, professional development programs for teachers, consultants, and principals, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function—to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit*) or in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: (a) the internal review of project proposals; (b) negotiation of contracts and grants, and administration of externally funded projects; (c) provision of information services, consultation related to external funding, and assistance with project development; and (d) administrative responsibility for the six internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

MODERN LANGUAGE CENTRE

Head: Merrill Swain
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy, with dissemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION CENTRE

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)
The mandate of this Centre is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. The Centre was formally established in September 1989, and will be developing its program over the next few years. For further information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

CENTRE FOR FRANCO-ONTARIAN STUDIES

Head: Monica Heller
6th floor, OISE (Curriculum, Sociology in Education)
The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, cooperative learning, assessment, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an informa-

tion bulletin *(info créfo)*, and houses a resource centre, and is also engaged in developing OISE's French-language graduate services.

CENTRE DE RECHERCHES EN ÉDUCATION FRANCO-ONTARIENNE

Directrice : Monica Heller
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)
Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pedagogie critique, l'apprentissage cooperatif, l'évaluation, les relations école/communauté et les questions ayant trait aux politiques. De plus, le CREFO offre des services aux écoles et aux conseils scolaires et un bulletin d'information, *info créfo* ; son Centre de documentation offre un éventail de ressources d'intérêt en éducation franco-ontarienne.

CENTRE FOR APPLIED COGNITIVE SCIENCE

Head: Marlene Scardamalia
9th floor, OISE (Applied Psychology, Curriculum, Instruction and Special Education, MECA)
Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces a monthly newsletter for researchers and practising educators. There is a focus in graduate studies available in applied cognitive science (see section "Interdisciplinary Focuses in Graduate Studies").

CENTRE FOR WOMEN'S STUDIES IN EDUCATION

Head: Ruth Roach Pierson
8th floor, OISE (Administration), and 6th floor (Resources Centre)
The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre (on the 6th floor); the Women's Educational Resource Centre, Automation and Indexing Project; the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; and Documentary History of Canadian Women's Issues, 1967 to the Present. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter and Communiqué provide information about activities of interest within and outside the Institute. A complete listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see the "Interdisciplinary Focuses" section for Women's Studies in Education in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 726 000 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials and some 3696 serial titles. There are complete microfiche holdings of the ERIC and ONTERIS document series.

Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new online information services. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the CR materials.

The Audiovisual Library has a varied and extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as for class use.

STUDENT SERVICES AND FACILITIES

Circulation and the Library's Catalogue, ELOISE, are now automated. They are accessible to anyone outside the Institute who has a microcomputer/terminal and a modem.

Some holdings do not appear in either the main card or online catalogues. For example, the collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library collection and services is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library.

The OISE Library has access to FELIX, the University of Toronto Library's online public access catalogue, and to a microfiche catalogue of most of the holdings of the University of Toronto Library system.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

OISE is committed to making its facilities accessible to students with disabilities. A Special Services Office has been established and is staffed by a half-time Coordinator who is available to assist those with special needs in making applications to OISE. The Coordinator also arranges with faculty for the types of accommodations that students need in their classes and in their programs. Advocacy and counselling are available through the office. Some of the services offered include arranging for accessible classroom locations, arranging for special academic needs, providing assistive computer technology, arranging for note-takers and interpreters, and organizing referrals for other needs.

The office is located in room 5-108, on the east side of the 5th floor elevators. The phone number is 926-4727, and the TDD number is 924-4881. The Coordinator can be contacted by phone or TDD, or by letter to: Special Services Office, Room 5-108, OISE.

COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work.

The most important applications of the academic computing resources are:
—Academic word processing for reports, papers, theses, etc., and publication production, graphics, and design;
—Academic communication within the Institute and around the province and the world;
—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;
—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked to the NETNORTH network of Canadian university computer centres and to BITNET, which has nodes around the world.

The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer, OISE 1, running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), for storage of large documents in progress, such as books and theses, and for access to text formatting programs (SCRIBE) and high-speed laser printers. The statistical programming and text formatting are actually carried out on associated VAX-2000 computers. Connected to the VAXes is a growing network of ETHERNET-linked SUN workstations used for research.

More than 200 terminals and microcomputers (mostly IBM clones and Apple Macintoshes) are located around the Institute—in each department and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for independent data, graphics, and text processing and for communication via the central computing facility. All connected terminals and microcomputers can also access ELOISE, the OISE Library computer.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in various academic departments and in three special areas: (1) a software development assistance centre, SDAC, in the Department of MECA, providing access to Ministry of Education grant-eligible microcomputers, including the Ontario designed and built ICON, (2) an instructional and courseware demonstration area located in the Library and equipped with Apples and other microcomputers and a large software collection, and (3) an advanced computing laboratory, with SUN Unix workstations, Xerox artificial intelligence workstations, and advanced Apple and IBM equipment, operated in cooperation with the Centre for Applied Cognitive Science.

Short non-credit courses in the elements of computing, online communication, programming, text editing and text formatting, and microcomputers are offered.

The Ontario Educational Data Archive provides a bank of small data sets used in instruction as well as some major data sets that are available for secondary analyses.

Custom programming, preparation, and analysis of research data are available on a chargeback basis.

OISE PUBLISHING

OISE Publishing is a major Canadian publisher of educational books, kits, and journals with work of national and international interest. It is also a major distributor of guidance and career materials, both of its own and for a number of U.S. publishers. OISE Publishing is the Canadian distributor for Teachers College Press publications and for a variety of U.S. test materials.

Within the Institute, OISE Publishing provides production, editing, design, typesetting, and label services on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (telephone: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATION

Most of the university's students live at home in Toronto, and the balance are divided equally between those who locate off-campus accommodation within 30 minutes travel time from classes and those who reside in a student residence. The Housing Service in the Koffler Student Services Centre (978-8045) maintains listings of available rooms and apartments advertised by the city's landlords and by students seeking others to join them; the office also serves as a year-round source of up-to-date residence information.

RESIDENCES

The following residences, with the exception of Neill-Wycik College, are all on or adjacent to the university campus. Applications should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

Family Housing
30 & 35 Charles Street West
(Ms. Ellen Giles
University Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5S 1A1
Telephone: 978-8049)

Unfurnished apartments for full-time students. Preference is given to those with children and to student couples. Applications should be obtained from University Housing Service and submitted at least one year in advance of desired occupancy date.

St. George Graduate Student
Residence (Warden)
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Single accommodation for approximately 275 male and female graduate/post-baccalaureate students. Facilities in between those of a conventional residence and an apartment building.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

For male and female graduate students. Applications must be made by mid-May. Meals are included.

Campus Co-operative Residence Inc.
395 Huron Street
Toronto, Ontario M5S 2G5
Telephone: 979-2161

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (graduate and undergraduate) in 29 houses near the university.

Tartu College
310 Bloor Street West
Toronto, Ontario M5S 1W4
Telephone: 925-9405

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Centre for Christian Studies
77 Charles Street West
Toronto, Ontario M5S 1K5
Telephone: 923-1168

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Ewart College
156 St. George Street
Toronto, Ontario M5S 2G1
Telephone: 979-2501

Single accommodation for male and female graduate and undergraduate full-time students. Air-conditioned; meals are provided.

Neill-Wycik College
96 Gerrard Street East
Toronto, Ontario M5B 1G7
Telephone: 977-2320

Single accommodation for male and female graduate and undergraduate full-time students.

A room in residence generally costs between $2200 and $4000 for the academic year depending on whether meals are provided. Payments can be made in two instalments.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the winter academic session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability.

Rooms off-campus generally cost $300 to $375 per month. Private apartments usually cost $600–$750 or $800–$1000 per month for one-bedroom or two-bedroom units respectively.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

Clinical, psychiatric, and sports injury services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (978-8030), the Psychiatric Division (978-8070), and the David L. MacIntosh Sport Medicine Clinic in the Warren Stevens Building (978-4678).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. The MacIntosh Clinic is open from 1:30 to 7:30 p.m. Monday, Tuesday, Thursday, and Friday and 2:30 to 7:30 on Wednesday during the academic term. Medical advice is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call.

Students from outside Canada are advised to go to the nearest Ontario Health Insurance Plan (OHIP) office as soon as they arrive in the province to apply for OHIP coverage. The applicant should bring a copy of his/her student authorization.

Out-of-province students, if they are not covered by their own provincial plan, should also register with OHIP as soon as possible.

Uninsured persons are responsible for the cost of medical care.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto.

All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below). The GSA Office is located on the 10th floor, Suite 198. The executive keeps office hours Monday to Thursday—telephone 923-6641, ext. 2728. Please check notice on office door for precise hours. Students are welcome and encouraged to visit the office.

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

The ISA is an affiliate body of the Graduate Students' Association (see above). It looks into the specific needs of the international students. The ISA is represented on the GSA General Council. Please feel free to drop by at the Association's office, 10th floor, Suite 201.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.
Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education.
Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.
(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
(c) At least one year of relevant successful professional experience.
(d) See "Application for Admission" section of this Bulletin for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

M.Ed. degree students who commenced their program prior to July 1, 1986, should follow the degree requirements outlined in the OISE Bulletin 1985/86.

The general requirements for the M.Ed. degree, for students commencing their program after July 1, 1986, are as follows:
(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.

Option I. Coursework only option—ten half-courses plus a comprehensive examination/requirement;

Option II. Research Project option—eight half-courses plus a research project or a major research paper;

Option III. Thesis option—six half-courses plus a thesis.

Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling (2) within Applied Psychology). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed graduate degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Application to Graduate. Candidates who commenced their degree program after July 1, 1986, must complete an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must return the card to the Office of Graduate Studies by the date shown:

Summer Session completion—July 15

Regular Session Fall completion—October 15

Regular Session Spring completion—February 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 20.

(g) A candidate in the M.Ed. program prior to July 1, 1986, who has completed the attendance requirements for the final course in the program but has not completed the course requirements within the same university calendar year must reregister and pay the required post-program fee.

(h) A candidate commencing the M.Ed. program after July 1, 1986, who has completed all the course components for the degree but has not completed the other requirements must register and pay the required post-program fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the Department of Measurement, Evaluation, and Computer Applications (MECA) and the Department of Instruction and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—for those who have completed their required residence or a year of full-time "in program" study, April 1 of the year following;

—for those who have undertaken their program on a part-time basis, at the completion of two-thirds of their M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Curriculum, Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted after July 1, 1986, to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

Candidates who began an extended M.A. degree program prior to July 1, 1986, follow the previous rules: that is, the five-year candidacy calculation begins on the date of registration in the session in which the first of the last six half-courses was taken.

(g) Candidates who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

(h) Candidates who complete their courses and thesis at the same time should alert the Office of Graduate Studies, OISE, early in their final term to facilitate early grades, so that the deadline for recommendation for conferral of the degree at the next convocation can be met.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) A minimum of two consecutive terms of full-time study (not including the Summer Session): that is, a fall term followed by the spring term, or a spring term followed by the next fall term.

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session full-time courseload would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology 2), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA), for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 40.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities in the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals.*

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for one year only. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

(c) One minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments.

(d) Comprehensive examinations. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 4. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis commitee by April 1 of their final year of required residence.

All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect their successful acquisition.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been conditionally accepted by the OISE department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to:

Fees Department
University of Toronto
215 Huron Street
Toronto, Ontario M5S 1A1

Payment may also be made at any branch of the banks specified on the fees invoice.

Fees are subject to change by the Governing Council of the University of Toronto.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time.

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1991/92 is not available. Therefore, what follows is the outline of the current program fees for approximate planning purposes. It must be anticipated, however, that fees will increase. The 1991/92 Schedule of Fees will be published in May 1991.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of one full-year fee (i.e., the "1 year program fee"). In the 1990/91 academic year this fee was $2058 for Canadian citizens and permanent residents (Foreign Students, $9445). The calculation of fees applicable to each program is as shown below.

In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee."

M.ED. DEGREE CANDIDATES

The fees outlined here apply to candidates who commenced the M.Ed. after July 1, 1986. The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the full-time fee) including the preceding summer. Candidates who have completed the coursework but not the program requirements must re-register and pay the post-program fee. (See below.) Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling 2 has required residence, which necessitates the payment of full-time fees.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

M.A. DEGREE CANDIDATES

The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met. (See below.)

PH.D. DEGREE CANDIDATES

The minimum program fee is equivalent to a 1 year program fee for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year. (See below.)

SPECIAL STUDENTS

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1990/91 academic year the fee for a half-course was $308.75 (Foreign Students, $1416.75).

POST-PROGRAM (RE-REGISTRATION) FEE

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1990/91 academic year, the post-program fee was $823 (Foreign Students, $3778) plus any applicable incidental fees.

M.Ed. and M.A. candidates in programs not requiring residence who have completed the coursework designated for their program but have not completed all the requirements for the degree must pay the post-program fee in each subsequent year until the degree requirements have been completed.

DUAL REGISTRATION FEE FOR M.A AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 27 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 24, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 24, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the

M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for a twelve-month period is between $12 000 and $15 000 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $6600 to $9000 for one dependant and add approximately $1200 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must submit an Application to Graduate card (see page 31).

SUMMER SESSION STUDENTS

In the 1990 Summer Session the fee was $308.75 (Foreign Students, $1416.75) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Regular Session fees charged in September.

LATE PAYMENT FEE

A late payment fee of $37 plus $5 for each day of delay to a maximum of $87 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1990/91 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate

Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1990/91 academic year the minimum charge was $50.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 10th floor, Suite 10-202, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will also be considered. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1990 to April 1991 a Graduate Assistantship carried a maximum value of $8782 (excluding 4% vacation pay) and a minimum value of $6700 (excluding 4% vacation pay). The value of the Assistantship is determined each year. Please note that the majority of students receiving Assistantships are *not* funded at the maximum level.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before February 1, 1991.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1990/91 academic year were offered in the amount of $9000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1991/92 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1990/91 academic year was $10 000. It is anticipated that the scholarship will have at least the same value in the 1991/92 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1990/91 academic year was $10 000. It is anticipated that the scholarship will have at least the same value in the 1991/92 academic year. Payment of fees is the responsibility of the scholarship holder.

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. An individual may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

Application forms are available in November from the Office of Graduate Studies, OISE, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to the educational or related field must be submitted by this date along with an outline of the applicant's financial position.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of Graduate Studies, OISE, and must be submitted by

February 1 to the Registrar in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to the competitors. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available in November from the Office of Graduate Studies, OISE, and must be submitted by February 1 to the Registrar in that Office. All supporting documentation, including transcripts, teacher certification, reference letters, résumé, and an outline of the applicant's financial position must be submitted by this date. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help a visa student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

OISE/CIDA SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

Applicants from Least Developed Countries (LDCs) are eligible for scholarships jointly funded by the Canadian International Development Agency (CIDA) and the Ontario Institute for Studies in Education. This scholarship program is drawing to a close following the February 1, 1991, deadline for submission of applications. In this regard, only three new scholarships are available for the 1991/92 academic year for eligible LDC applicants. They include air fare, tuition, living allowance, books, etc., up to $13 000 per year. These scholarships are tenable for study in either M.Ed. or M.A. programs and recipients will be required to complete their chosen program within two years. LDC applicants are eligible for these scholarships if (a) graduate programs are not available in their desired area of study in their country, (b) their desired program of study is consonant with stated development objectives in their country, (c) their employment in the area of study is guaranteed, following completion of their studies at OISE, (d) their sponsoring institution agrees to continue their usual salary to support their family while they are at OISE, and (e) they meet established OISE/University of Toronto admission requirements.

Those applicants who believe they are eligible for these scholarships should request an OISE/CIDA LDC Scholarship Application at the same time as requesting an Application for Admission. The deadline for all scholarship documentation to be received in the Office of Graduate Studies, OISE, is February 1, 1991.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3766 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of October 31, 1990. Preference is given to Ontario residents. Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.
(b) For prospective full-time students: Fellowship Section, Ministry of Colleges and Universities, P.O. Box 4500, Station P, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is mid-October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $13 356 in 1990/91. Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.
(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate studies in women's studies; and the Joan Sneddon Scholarship of $5000, for study at the graduate level in education or some other subject area.

All applicants must be members of the Federation of Women Teachers' Associations of Ontario.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay Street, Toronto, Ontario M5R 2B7. Closing date for application is January 31, 1991 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION—SCHOLARSHIPS AND AWARDS

These awards, totalling $21 500, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the Scholarship Committee, Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Regular Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;

(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;

(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31, 1991, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

An applicant, to be eligible, must be:

(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE departments.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Curriculum and the Department of Instruction and Special Education at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course.

In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 11 for first term courses and courses running all year and January 24 for second term courses. November 1 is the last day to withdraw without academic penalty for first term courses and February 28 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

First Term: Grades for first term courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Grades for second term courses and for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:

—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

—FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a

grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.
A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the SGS Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: a report assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available (to replace NR—Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:
—Summer Session courses, January 20
—First term (A,F) courses, May 20
—Full session (Y,H) courses, September 30
—Second term (B,S) courses, September 30
Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 16). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

DEPARTMENT OF ADULT EDUCATION
B. J. Burnaby, M. D. Ellis, A. M. Thomas, A. M. Tough, D. N. Wilson

DEPARTMENT OF CURRICULUM
(Centre des langues modernes)
S. Carroll, J. P. Cummins, M. B. Harley, S. Lapkin, M. K. Swain

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
M. Holmes

HIGHER EDUCATION GROUP
R. E. S. Hayhoe, I. Winchester

DEPARTMENT OF HISTORY AND PHILOSOPHY OF EDUCATION
C. M. Beck, A. Prentice

DEPARTMENT OF MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS
S. Churchill, G. Hanna, L. D. McLean, R. S. McLean, R. G. Ragsdale

DEPARTMENT OF SOCIOLOGY IN EDUCATION
G. E. Burns (Centre du Moyen-Nord), M. Eichler, M. Heller (Centre de recherches en éducation franco-ontarienne), D. W. Livingstone, C. P. Olson, G. W. West

DEPARTMENT OF INSTRUCTION AND SPECIAL EDUCATION
I. Davidson, E. Geva, L. Siegel, J. Wiener

Voir la section «Interdisciplinary Focuses in Graduate Studies» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the Department of Curriculum and the Department of Instruction and Special Education are offering a specialization in Adaptive Instruction (described below).

Further areas in the process of being established as interdepartmental specializations include: Applied Cognitive Science; Comparative, International, and Development Education; Critical Pedagogy and Cultural Studies; and Women's Studies in Education. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses in Graduate Studies."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form.

ADAPTIVE INSTRUCTION

This program examines issues relating to the instruction of children with diverse capabilities in the regular classroom. For details and course descriptions see the Adaptive Instruction section in the listings of the Department of Instruction and Special Education and the Department of Curriculum.

INTERDISCIPLINARY FOCUSES IN GRADUATE STUDIES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on their application form.

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can enter this focus by enrolling in any of the following OISE departments and indicating their desire to specialize in Applied Cognitive Science: Applied Psychology, Curriculum, MECA (Measurement, Evaluation, and Computer Applications), and Instruction and Special Education. Individualized programs of study can be designed in consultation with cognitive science faculty members in these departments. These programs are coordinated by the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Centre for Applied Cognitive Science are the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

The mission of the Centre for Applied Cognitive Science at OISE is to improve education by extending scientific understanding of the human mind. Applied Cognitive Science is broadly conceived. It encompasses the what as well as the how, the emotional and cultural as well as the more purely intellectual aspects of mental life. It encompasses individual and group differences as well as universals of human cognition, what develops with maturation and experience as well as what remains constant, what needs teaching and what is best acquired through other means. It is deeply involved in helping education meet the challenges it must face in the next century.

Research programs housed in the Centre include the study of basic operations underlying oral and written language and numeracy as well as the higher-order knowledge and processes leading to expertise in reading, writing, science, mathematics, social studies, and the like. We also have large development projects aimed at the design of new educational technologies and the promotion of new kinds of learning cultures. The full range of approaches to cognitive research are supported, from philosophical analysis to theory-oriented experimentation and practical applications. Research areas include problem solving; language processing; memory; knowledge acquisition and representation; cognitive, social, and emotional development; perception; and computational models of cognition.

Faculty from four departments within OISE participate directly in the Applied Cognitive Science focus: Applied Psychology (Carl Bereiter, Marc Lewis, Keith Oatley, David Olson); Curriculum (Floyd Robinson, Gordon Wells); Instruction and Special Education (Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel); MECA (William Olivier, Marlene Scardamalia). Students will be advised by faculty from their home departments.

Courses available to students wanting to develop a focus in Applied Cognitive Science include: 1206 Seminar: Learning and Cognitive Processes in Education; 1226 Selected Problems in Educational Psychology; 1233 Cognition and Instruction; 1234 Foundations of Cognitive Science; 1237 Cognitive Development and Instruction; 1313 Language, Literacy, and the School Curriculum; 3200 Research Seminar on the Cognitive Processes in Education; 3209 Psychology of Language and Literacy; 3220 Analysis of Learning Tasks; 3237 Recent Advances in Cognitive Development; 3312 The Linguistic Analysis of Interaction in Educational Settings; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 3502 Computer-Supported Intentional Learning Environments; 5287 Cognitive Science Applied to Exceptional Learners.

Other courses may be included with the faculty advisor's approval.

COMMUNITY COLLEGE

A variety of OISE departments offer courses that could be combined in a program focused on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); Michael Skolnik (Higher Education Group); William Olivier (MECA).

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and nonformal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in Adult Education, the Higher Education Group, and Sociology in Education. Academic coordination of the focus is in the Comparative, International, and

Development Education Centre. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin, and address inquiries to the Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Angela Miles (Adult Education); Edmund Sullivan and Jack Quarter (Applied Psychology); James Cummins and Roger Simon (Curriculum); Malcolm Levin and Dieter Misgeld (History and Philosophy of Education); Sandra Acker, Kari Dehli, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

CULTURAL STUDIES IN THE ARTS AND MEDIA

This focus has two orientations. One is toward the pedagogical implications, philosophical issues, and social conditions of arts, media, and popular culture with respect to such subjects as ideology, gender, race and ethnicity, technology, power, and media literacy. A second orientation is of interest to practising artists (in literary, visual, and performance arts) and professionals in media (film, photography, and television) who wish to inquire into such areas as artistic language, creativity, interpretive processes, and therapeutic dimensions of art and media. It is expected that most students will combine both orientations in their coursework and research projects.

Topics within the focus include: arts and the imagination, feminism, Postmodern thought, women's reading of self, neomythism, media spectatorship, body and sexual persona, art as inquiry, textual criticism, the language and ethics of form.

Students wanting to pursue this focus are encouraged to consult with a participating member of the faculty: Vivian Darroch-Lozowski (Applied Psychology); Roger Simon (Curriculum); Deanne Bogdan (History and Philosophy of Education); Ronald Silvers (Sociology in Education). Courses relevant to the focus include: 1389 Curriculum, Popular Culture, and Social Difference; 1239 Language of the Arts in Therapy and Teaching; 3228 The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 3242 Interpretive Analysis of Biographies: Implications for Education; 1462 Women, Literature, and Education; 1484 Philosophy of Literature and Literature Education; 1485 Literature and Values in Education; 3436 Aesthetics and Education; 1939 Exploring Human Understanding and Education through Visual Media; 3933 Postmodern Presentations of Culture.

EARLY CHILDHOOD

As with other focuses, students from many OISE departments may develop an emphasis in early childhood. However, two departments—namely, Applied Psychology and Curriculum—pay particular attention to this area through specific courses designed for studies in early childhood and encourage students to initiate research in the area of early childhood.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Applied Psychology and Curriculum).

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie en éducation offrent quelques cours en français à Toronto.

De plus, le Département de curriculum, en collaboration avec le centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Études des programmes scolaires» et qui se donne entièrement en français par le biais de l'éducation à distance. Un seul cours est obligatoire. Il s'agit du cours 1300 Fondements des programmes scolaires. Pour de plus amples détails sur les autres cours disponibles, veuillez consulter la section «Department of Curriculum».

De même, le Département de sociologie en éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Société et éducation» et qui se donne également en français par le biais de l'éducation à distance. Pour de plus amples détails sur les cours disponibles dans ce programme, veuillez consulter la section «Department of Sociology in Education».

Ces deux programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto peuvent se joindre au groupe qui suit les cours à l'extérieur de Toronto après avoir obtenu la permission de leur professeure ou professeur. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

GLOBAL TRANSFORMATION:

Integrative Study of Ecology, Peace, Cooperation, Social Justice, and Alternative Futures

This focus is based upon an interdisciplinary mode of analysis, integrating theory, research, and practice. The complexity of contemporary societies and the world cannot be adequately understood through a segmented examination of issues, but requires a comprehensive approach. Thus, ecological questions include issues of peace and social justice. Issues such as the vitality of local communities and cooperative social structures cannot be adequately understood with the conventional nation/state paradigm. They require a global perspective. Similarly, no single academic discipline can adequately encompass the issues that trouble the world, its ecology, and its people. Environmental matters must be understood in relation to political economy, sociology, psychology, history, etc. This program's curriculum will therefore include an analysis of those levers of social change that lead to a humanitarian, cooperative, and ecologically healthy global future.

The fundamental educational philosophy and the essential orientation of this program's curriculum are centred on humanity's response to itself and the present ecological crisis. The program aims to develop an "earth literacy," which unites humanity with the planetary environment and the individual and the inner spiritual life with the global social order and the multitude of communities within that order. The educational philosophy of this program is holistic and emphasizes teacher–learner approaches that encourage student participation and teacher–student cooperation that mirrors the ideal of global cooperation.

Faculty involved in this focus include Allen Tough (Adult Education); Jack Quarter and Edmund Sullivan (Applied Psychology); and Jack Miller (Curriculum).

Courses available to students wanting to specialize in Global Transformation include: 1111 Crucial Questions for a Positive Future: Implications for Educators; 1136 Political Economy of Adult Education; 3126 Education and World Community: Socio-Psychological Dimensions; 1243 Seminar in Community Psychology and Community Development: Part I; 3228 The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions; 3239 Global Ecological Issues from a Community Education Perspective; 3247 Cooperative and Community Development: Social, Psychological, and Educational Perspectives; 3248 Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives; 3249 Methods in Critical Social Analysis in Community Psychology; 1366 The Holistic Curriculum; 3480 Religious Dimensions of Social Ethics; 1941 Comparative Education: Third World Educational Alternatives; 1988 Education in Contemporary Theories of Peace and Ecology.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins and Roger Simon (Curriculum); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Faculty members involved include: Peter Gamlin, Mary Alice Guttman, and Aaron Wolfgang (Applied Psychology); James Cummins and Birgit Harley (Curriculum); Harold Troper (History and Philosophy of Education); Monica Heller and Roxana Ng (Sociology in Education).

Courses now offered include: 1203 Practicum in Counselling, in a multicultural setting; 1212 Psychological Aspects of Counselling and Teaching New Canadians; 1213 Intercultural Practicum; 1214 Research Seminar in Multicultural Studies; 1317 Theory of Second-Language Teaching; 1336 Second-Language Learning; 1337 Bilingual Education and Bilingualism; 1428 Immigrant Concerns in the History of Education; 1429 Ethnicity and the History of Canadian Education; 1903 Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education; 1941 Comparative Education: Third

World Educational Alternatives; 1942 Language, Culture, and Education/Langue, culture et éducation; 3221 Dynamic Assessment and Instruction Applied to Multicultural Contexts; 3234 Research Seminar in Multicultural Studies, 3428 Minority Concerns and Education in Canadian History: Selected Topics; 3903 Multiracial and Multicultural Education in Comparative Perspective.

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

In the Department of Applied Psychology there are coordinators of multicultural counselling and teaching who may be contacted (Aaron Wolfgang and Peter Gamlin). In other departments individual faculty within this focus may be consulted.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, and Kathleen Rockhill (Adult Education); Carl Bereiter and David Olson (Applied Psychology); Johan Aitken (FEUT) and Gordon Wells (Curriculum); Deanne Bogdan (History and Philosophy of Education); Esther Geva, Linda Siegel, and Dale Willows (Instruction and Special Education); Peter Evans, Leslie McLean, and Marlene Scardamalia (MECA); James Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest to students include: 1125 Adult Basic Education; 3209 Psychology of Language and Literacy; 3220 Analysis of Learning Tasks; 1310 Reading in the School Curriculum; 1311 Reading and Language Comprehension; 1313 Language, Literacy, and the School Curriculum; 1315 English at the Secondary School Level; 1326 Children's Literature as a Foundation of Literate Behavior across the Curriculum; 1327 Reading and Writing in the School: Elementary; 1386 Language, Power, and Possibility: Application to Curriculum; 3313 Advanced Seminar in Language and Learning: Theory and Practice; 1484 Philosophy of Literature and Literature Education; 1485 Literature and Values in Education; 3436 Aesthetics and Education; 3502 Computer-Supported Intentional Learning Environments; 1928 The Social Organization of Knowledge; 1930 Sociology of Reading Activities; 1942 Language, Culture, and Education/Langue, culture et éducation.

For information about focus activities contact, David Olson (Applied Psychology), Gordon Wells (Curriculum), or James Heap (Sociology in Education).

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Kathleen Rockhill (Adult Education); Paula Caplan, Mary Alice Guttman, and Jeri Wine (Applied Psychology); Deanne Bogdan, Dwight Boyd, Ruth Pierson, and Alison Prentice (History and Philosophy of Education); Marjorie Cohen, Margrit Eichler, and Dorothy Smith (Sociology in Education). A selection from the following courses, for example, might form a core for such an interdisciplinary focus: 1112 Women's Learning in the Development of Critical Consciousness; 3133 Qualitative Research: Theory and Practice in Adult Education; 1253 Feminist Issues in Counselling Psychology and Psychotherapy; 1414 Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History; 1418 The Role of Education in Theories of Women's Emancipation: I; 1421 The History of Women and Education; 1422 Education and Family Life in the Modern World: I; 1426 The History of Women and Education in Canada; 1439 Gender and Education: Philosophical Issues; 1462 Women, Literature, and Education; 3417 Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy; 3418 The Role of Education in Theories of Women's Emancipation: II; 3421 The History of Women and Higher Education; 1907 Changes in Families and Policy Consequences for Government and Education; 1972 Education and the Sociology of Women and Gender Relations; 1973 Women and the Educational System; 1974 Gender and Education: Socioeconomic Issues; 3953 Canadian Political Economy and Education; and 3972 Advanced Research Seminar on Feminist Theory, Methodology, and Education.

Other courses that do not deal directly with women but are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. A complete listing of courses related to women or gender roles may be obtained from the Centre for Women's Studies in Education (8th floor).

The following projects housed in the Institute's Centre for Women's Studies in Education are also potential resources as well as sources of assistantships for students interested in this area: Women's Educational Resources Centre, OSIS Sex Equity Project, Parent Tutoring of Learning Disabled Children, Teaching the Scientific Study of Sex and Gender, Resources for Feminist Research/Documentation sur la recherche féministe, Women and Unemployment Insurance Policy, Ontario/Quebec Teachers, and Canadian Women's Indexing Group.

FEUT/OISE JOINT CENTRE FOR TEACHER DEVELOPMENT

The Joint Centre for Teacher Development is a newly created body representing the Ontario Institute for Studies in Education and the University of Toronto. The Centre was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre intends to coordinate a focus in teacher development, to engage in research and development projects, and to facilitate pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:
—Teaching is a reflective, inquiry-oriented activity.
—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.
—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.
—Individual and school improvement are interconnected.
—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from the Faculty of Education, University of Toronto and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Michael Connelly, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Dwight Boyd (History and Philosophy of Education); Andrew Hargreaves and Kenneth Leithwood (Educational Administration); Gila Hanna (MECA); Dorothy Smith (Sociology in Education); Dennis Thiessen, Johan Aitken, and Steven Anderson (FEUT); Michael Fullan (FEUT and Sociology in Education).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly, or the Associate Director, Dennis Thiessen.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1991. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

Diana J. Ironside, M.A. (Syracuse)
Associate Professor, and Acting Chairperson
(experiential and self-directed learning; organization development and change; counselling and support services for learners; women's access to learning)

Barbara J. Burnaby, Ph.D. (Toronto)
Associate Professor, and Chairperson Designate
(cross-cultural language and literacy; English as a second language; Native education; adult basic literacy)

Graduate Studies Academic Secretary:
Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Admission inquiries should be directed to:
Virginia R. Griffin, Ph.D. (Chicago)
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

William E. Alexander, Ph.D. (Syracuse)
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Donald H. Brundage, Ed.D. (Columbia)
Professor
(education for family living; research and development related to the family; adult learning)

Lynn E. Davie, Ph.D. (Wisconsin)
Associate Professor
(adult learning; community education; community development; computer applications; small-group dynamics)

James A. Draper, Ph.D. (Wisconsin)
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

M. Dormer Ellis, Ed.D. (Toronto)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

Angela R. Miles, Ph.D. (Toronto)
Associate Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Walter G. Pitman, M.A. (Toronto)
Professor, and Director of OISE
(adult and continuing education; community education; international development)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from Applied Psychology

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Applied Psychology

Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant, organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Associate Professor, Trent University

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Robert Couchman, M.Ed. (Toronto)
President, Donner Canadian Foundation

Budd L. Hall, Ph.D. (California at Los Angeles)
Secretary-General, International Council for Adult Education

Marilyn Laiken, Ph.D. (Toronto)
Consultant, human resource development

Helen Lenskyj, Ph.D. (Toronto)
Research consultant

Hanna Mayer, Ph.D. (Florida State)
Consultant, needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Professional Development, Humber College of Applied Arts and Technology

Debby Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

ADMISSION TO THE DEPARTMENT

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice. We are especially interested in candidates who are intellectually curious and thoughtful, with demonstrated intellectual excellence and a flair for approaches to problems so that adult education can better serve society.

Admission procedures are described in the "Application for Admission" section of this Bulletin. Please note that January 15 is the deadline for receiving applications to all certificate and degree programs. (This deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.)

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated, and must select among a large number of candidates who satisfy minimum admission requirements as stated in the "General Requirements for Admission and Degrees" section of this Bulletin; consequently a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year. In addition, the Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult or related aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further information about admissions and/or criteria can be obtained from the department.

PROGRAMS OF STUDY

As adults in ever larger numbers undertake learning in formal and informal settings, adult education has developed as a field of study concerned with the provision of learning resources for them. The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the counselling of adult learners, the political concerns of providing learning resources for adults, and international and comparative adult education.

The general approach to learning in the Department of Adult Education is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, counselling, administration, and research in educational or training programs for adults.

Each student's program is self-constructed and may be focused on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, three areas of concentration are described in more detail below. A student may elect to enter the department in the General Program of Adult Education, at either the certificate, master's, or doctoral level, or may enter a specific "area of concentration," sometimes called a "focus." In all cases, each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs.

Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. With the approval of their faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further information about any of the programs can be obtained from the Department of Adult Education.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, training programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires three specific half-courses.

Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See "Fees" section of this Bulletin.)

Inquiries are to be directed to the Coordinator of the Certificate Program, Professor James A. Draper, Department of Adult Education, in writing or by calling 923-6641, ext. 2347.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see Master of Education program in the "General Requirements for Admission and Degrees" section).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. M.Ed. students are required to fulfil a comprehensive requirement through one of the three following options: (a) a three-hour comprehensive examination based on the courses that the student has taken; (b) an integrative paper with a focus that reflects course concepts, theories, and scholarly writing and research in the field; or (c) a research paper in which an appropriate methodology or approach (e.g., quantitative, qualitative, or historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Students wishing to take the examination alternative should arrange with the Graduate Studies Academic Secretary to write the examination before their deadline. Students planning on the integrative or research alternatives are expected to take the M.Ed. Comprehensive Seminar in Adult Education (1142), which is designed to assist them in fulfilling the comprehensive requirement. This should be taken after about the student's seventh course.

Students pursuing the research paper alternative must have taken at least one half-course in research methodology.

M.Ed. students must submit their comprehensive documents before December 16, April 15, or August 26, whichever falls in the term after the student's last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive document by April 15.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Arts program consists of twelve half-courses and a thesis. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) Occasionally the number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least six half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102H and two half-courses in research methodology.

AREAS OF CONCENTRATION

An applicant may apply to either the General Program in Adult Education or to one of the following three areas of concentration. If the choice is the latter, the specific concentration must be indicated on the application.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society;

and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Alan Thomas, and David Wilson (Adult Education); David Livingstone and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

BASIC COURSES
Master's Level: 1114 Comparative Studies in Adult Education; 1127 Education and Social Development; 1128 Comparative Education: The Development of Third World Educational Systems; 1139 Introduction to Comparative, International, and Development Education; 1920 Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender Through Age; 1941 Comparative Education: Third World Educational Alternatives; 1825 and 1826 Comparative Higher Education: Part I and Part II.

Doctoral Level: 3940 Comparative Societies: Economic Change, the State, and Schooling; 3114 Methodologies for Comparing Educational Systems.

SPECIALIZATION COURSES
Master's Level: 1105 Community Education and Development; 1125 Adult Basic Education; 1138 Social Foundations of Adult Learning; 1806 Systems of Higher Education; 1904 Social Stratification and School Systems.

Doctoral Level: 3101 Major Programs and Issues in Adult Education; 3108 Controversial Issues in Development Education; 3116 Adult Education in Cross-Cultural Contexts; 3930 Innovations in Education: A Comparative Analysis; 3935 Revolutionary Movements and Education; 3954 Educational and Economic Development in Third World Countries from a Marxist Perspective.

CRITICAL GLOBAL AND COMMUNITY ISSUES

Students interested in critical issues (global and community) will find a wide range of learning opportunities within this area of concentration. These include social issues, world problems, the place of social movements and collective action, community education, cooperative development, media, potential futures, education for critical consciousness, teaching about global issues, and implications for one's own practice. There are also opportunities to learn conceptual and research skills, including critical skills, interpretive approaches, feminist analysis, and futures studies.

Students are free to focus on particular social concerns, such as race, class, gender, sexuality, violence, poverty, health, environment, population, peace, women in development, and human rights. Although faculty members cannot offer courses and expertise in all of these social concerns, the diversity of student (and faculty) interests and experiences provides a stimulating environment for dialogue and learning. In the Critical Global and Community Issues area of concentration, it is hoped that new thinking and new practices will emerge through lively exchange between scholars, activists/practitioners, and policy-makers.

The following people usually teach at least one course within this area of concentration: Clive Beck, James Draper, Budd Hall, Angela Miles, Kathleen Rockhill, Jack Quarter, Edmund Sullivan, and Allen Tough.

In addition to following the usual application procedures, applicants to this area of concentration are urged to send one page describing their relevant background and interests to the Acting Coordinator: Critical Issues area of concentration, care of the Department of Adult Education.

DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine learning concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide a special event which supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $500–$700.

The DHR concentration is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This supplementary form can be obtained by writing or calling the DHR Coordinator (923-6641, ext. 2240). This supplementary application form must be returned directly to the DHR Coordinator in the Department of Adult Education by January 15.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take

3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

OFF-CAMPUS COURSES IN ADULT EDUCATION

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1991 Summer Session and 1991/92 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

1100 F,S Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100F,S during the first term of their program.
Staff

1101 F,S Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 F,S Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. students during their residence and for M.A. students during their program. Non-thesis students may participate with permission of the instructor.
Staff

1105 F,S Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) classic writing in popular education, community organizing, feminist and socialist education, and (2) a variety of case studies.
A. Miles, or staff

1106 F,S Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S Intentional Changes (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.

A. M. Tough, or staff

1109 F,S Parental Education for Family Living

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents. Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.

Staff

1110 F,S Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.

V. R. Griffin, or staff

1111 F,S Crucial Questions for a Positive Future: Implications for Educators

This course focuses on recent answers to several fundamental questions about our future. Why is humanity's long-term future so important? Which potential futures (positive, neutral, negative) are most likely? Which world problems are top priority? How can humanity achieve a satisfactory future? As educators and citizens, how can each of us contribute?

A. M. Tough, or staff

1112 Y Women's Learning in the Development of Critical Consciousness

An exploration into the question of critical consciousness as an approach to feminist learning and politics. Depictions in literature, theory, and research are considered in relation to personal and professional experiences. Topics to be addressed include: feminist perspectives on women in education, women as learners, social construction of "the feminine," ideology and consciousness, women in educational discourse, the phenomenology of feminist consciousness, the personal as political, current theories about adult education, as well as ethical and political issues in education for the development of critical consciousness. Participants will be expected to draw upon their own experience, published literature, and visual media.

K. Rockhill, or staff

1113 F,S The Maturation Process and Adult Learning

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.

Staff

1114 F,S Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

A. M. Thomas, or staff

1116 F,S,H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

1117 F,S Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

1118 F,S Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS)—a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

1120 F,S Foundations of Adult Counselling

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1122 F,S Practicum in Adult Education (Pass/Fail)

An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. Guidelines are available from the department.
Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
Staff

1124 F,S The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

1125 F,S Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
B. Burnaby, J. A. Draper, or staff

1127 F,S Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a data base and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations.
Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F,S A Participant-Directed Seminar: Learning in Organizations

This course is oriented toward students who have a special interest in the application of adult education principles in an organizational context. In this course, participants create and operate their own "Learning Organization." The general purpose of this organization is to meet the learning needs of the participants as these needs are identified by them. A second, usually interrelated purpose is to explore the dynamics and development of the Learning Organization, including the obstacles that impede organizational growth.
This course is open only to DHR students who have spent the preceding Summer Session course(s) together.
Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

1133 F,S Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of the instructor.
B. J. Burnaby, or staff

1135 F,S Practicum in Organization Development

An opportunity, in the setting of a large organization, to develop professional skills related to some aspect of organization development. Students and instructor identify learning objectives, select field agencies, and design activities to fulfil those objectives. Guidelines are available from the department.
Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
Staff

1136 F,S Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1137 F,S Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L. E. Davie, D. N. Wilson, or staff

1138 F,S Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

1140 B Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.

Open to DHR students only. Prerequisite: Permission of the instructor.

W. E. Alexander, or staff

1141 F,S Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.

Staff

1142 F,S M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in integrating what has been learned in diverse courses and other learning experiences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. The seminar is an integral part of the department's M.Ed. comprehensive requirement, and should be taken in, or as near as possible to, a student's last term of coursework.

For Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative. Prerequisite: Permission of the instructor.

Staff

1143 S Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with this perspective and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives.

A. Miles

1152 F,S,H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S Major Programs and Issues in Adult Education

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mix-

ture of lectures, discussions, and student presentations.
Staff

3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be formed of students with similar research interests.
Prerequisite: One or more courses in research design.
L. E. Davie, or staff

3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
A. M. Thomas and J. P. Farrell

3108 F,S Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

3111 F,S Theories of Psychological Development during Adulthood

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.
Staff

3112 F,S Educational Gerontology

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, or staff

3116 F,S Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.

Staff

3117 F,S Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.

A. M. Thomas, or staff

3118 F,S Seminar: Contemporary Policy Issues in Continuing Education in Canada

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members—Farrell, Thomas, and Wilson—with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in manpower development.

Prerequisite: Permission of one of the instructors.

A. M. Thomas, J. P. Farrell, and D. N. Wilson

3119 F,S Adult Learning and Social Change: Global Feminist Perspectives

The course will examine feminist theory and practice that is informed by a global perspective. It will provide an opportunity for students to study feminist practice internationally and will address the general principles and current debates in this global politics through a comparative examination of "First" and "Third" World writing and organizing around social change/development.

A. Miles, or staff

3124 F,S Advanced Seminar: Basic Processes in Facilitating Adult Learning

Collegial seminar for intensive examination of selected issues arising in course 1110F,S.

Prerequisite: Completion of 1110F,S and permission of instructor.

V. R. Griffin, or staff

3125 F,S Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.

A. M. Thomas, or staff

3126 F Education and World Community: Socio-Psychological Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states—that is, violence as a resolution to social conflicts within and between nation states. The

mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation to efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.
E. V. Sullivan, Regular Session (after hours)

3131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y Qualitative Research: Theory and Practice in Adult Education

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of fieldwork, analysis, interpretation, explanation, and presentation are related to theory and practice.
Prerequisite: Permission of the instructor.
K. Rockhill, or staff

3152 F,S,H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243F Seminar in Community Psychology and Community Development: Part I (J. Quarter and E. V. Sullivan)
3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions (E. V. Sullivan)
3239H Global Ecological Issues from a Community Educational Perspective (E. V. Sullivan)
3247F,S Cooperative and Community Development: Social Psychological, and Educational Perspectives (J. Quarter)
3248F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter)
3249F,S Methods in Critical Social Analysis in Community Psychology (E. V. Sullivan)

History and Philosophy of Education
1481F,S,H Worldview Education: Religious and Non-religious Perspectives (C. M. Beck)

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary: Kent Henderson, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(motivation and learning; clinical and academic assessment)

David S. Abbey, Ph.D. (Toronto)
Professor
(counselling supervision; family systems)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Paula J. Caplan, Ph.D. (Duke)
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

Morris N. Eagle, Ph.D. (New York)
Professor
(counselling and psychotherapy; psychoanalytic theory and practice; psychopathology; memory; philosophy of mind)

Peter Gamlin, Ph.D. (Cornell)
Associate Professor
(cognitive development; language comprehension)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

Marc Lewis, Ph.D. (Toronto)
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions in development)

Robert B. MacIntyre, Ph.D. (George Peabody)
Associate Professor, and Coordinator, OISE Psychoeducational Clinic
(microcomputer applications in education and assessment; learning disabilities in adults; instructional systems design; journal writing and reflection)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; computer simulations)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto
(language development; cognitive development; theory of instruction)

Sandra R. Palef, Ph.D. (Toronto)
Associate Professor
(psychoanalysis and psychotherapy: theory and technique)

Larry E. Pass, Ph.D. (Alberta)
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

Niva Piran, Ph.D. (Texas)
Associate Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; female development; psychodynamic psychotherapy; projective testing)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Adult Education
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

Ellen M. Regan, Ed.D. (State University of New York at Albany)
Professor, cross-appointed to Curriculum
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community psychology; human sexuality; research methodology; feminist issues; occupational stress)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings; critical pedagogy and cultural studies)

Otto Weininger, Ph.D. (Toronto)
Professor
(psychodynamic object relations theory; techniques of diagnosis and psychotherapy; play theory and research; early childhood education; attachment theory and subsequent developmental processes)

John C. Weiser, Ed.D. (Missouri)
Professor
(counselling psychology; counsellor education; process and outcome in counselling; Psychosynthesis)

Jeri D. Wine, Ph.D. (Waterloo)
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

Aaron Wolfgang, Ph.D. (Oklahoma)
Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Niagara Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

Ardra Cole, Ed.D. (Toronto)
Assistant Professor, OISE Midwestern Centre
(teacher development; teacher induction; teacher socialization)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Esther Geleer, Ph.D. (Toronto)
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Lana Stermac, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry, Toronto

John Williams, Ph.D. (Missouri)
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

Judith A. Silver, Ph.D. (Toronto)
Coordinator of Internship & Counselling Services, Department of Applied Psychology, OISE

Alan Bardikoff, Ed.D. (Toronto)
Psychologist, Toronto East General Hospital

Rosemary A. Barnes, Ph.D. (McMaster)
Chief Psychologist, Women's College Hospital, Toronto

Lynn Beal, Ph.D. (Waterloo)
Chief Psychologist, East York Board of Education, Toronto

Harvey Brooker, Ph.D. (Indiana)
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

Andrew Cancelliere, Ph.D. (University of Health Sciences—The Chicago Medical School)
Psychologist, Toronto Hospital, Western Division

Robin Cappe, Ph.D. (British Columbia)
Psychologist, Young Offender Unit, Metro West Detention Centre, Rexdale

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Jerzy Marek Celinski, Ph.D. (Polish Academy of Science)
Psychologist, Downsview Rehabilitation Centre

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Henry Fenigstein, M.D. (Warsaw)
Psychiatrist & Director, North York Group Psychotherapy Foundation, Toronto

Irwin Lieberman, Psy.D. (Wright State)
Staff Psychologist, Toronto East General Hospital

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Jane Margles, Ph.D. (York)
Psychologist, Counselling and Development Centre, York University

Edward S. Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice

Nitza Perlman, Ph.D. (Toronto)
Director, Family Counselling and Education Program, Surrey Place Centre, Toronto

Edward P. Rawana, Ph.D. (Waterloo)
Psychologist, Lakehead Regional Family Centre, Thunder Bay

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Brian Ridgeley, Ph.D. (Windsor)
Director of Psychology, Sunnybrook Hospital, Toronto

Hemendra Shah, Ed.D. (Toronto)
Staff Psychologist, Whitby Psychiatric Hospital, Whitby

Dvora Trachtenberg, Ph.D. (York)
Psychologist, Toronto East General Hospital

Ronald Warner, Ed.D. (Toronto)
Psychologist, Ryerson Polytechnical Institute, Toronto

Peter Waxer, Ph.D. (York)
Psychologist, Counselling and Development Centre, York University

Marjorie Whitney, Ph.D. (York)
Head of Adult Services, Psychology Department, North York General Hospital

Brent Willock, Ph.D. (Michigan)
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROGRAMS OF SPECIALIZATION

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs
—Counselling Psychology: M.Ed. and Ed.D. programs
—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood
A Master of Education for Special Purposes is available. See in the program descriptions below and in the "Interdisciplinary Focuses" section of this Bulletin.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin; see the respective subsections pertaining to each degree program. See also the particular M.Ed. specializations in the pages that follow.

The new M.Ed. programs pertain to students commencing in the 1986 Summer Session and thereafter.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page of this Bulletin).

Application materials are obtainable from the Office of Graduate Studies. For further information, see the "Application for Admission" section of this Bulletin.

The deadline for all new applications is January 15. (This deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.) All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to three specializations in any two divisions in the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section of this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. (2) in Counselling requires a four-year degree in psychology and full-time residence in the program. The Ed.D. (2) in Counselling requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

1. Professional practice of psychology in Ontario is regulated by the Ontario Board of Examiners in Psychology (OBEP).
2. Only certain of the programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychologist contained in OBEP's guidelines.
3. Programs planned to meet the academic requirements for registration by OBEP include:

—Ed.D. Counselling Psychology (2)

—Ph.D. Early Childhood
—Ph.D. School Psychology
—Ph.D. Educational Psychology

A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. (2) in counselling psychology after a four-year undergraduate degree in psychology or the equivalent.

For further information on registration as a psychologist contact: The Registrar, Ontario Board of Examiners in Psychology, 101 Davenport Road, Toronto, Ontario M5R 1H5.

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice by any psychology student for a fee.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling (2) programs, will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON TEACHING

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of professional experience.

Program of Study
Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

FOCUS ON COMMUNITY PSYCHOLOGY

Designed primarily for individuals interested in a community orientation to social problems with an accent on social class, gender, and ethnic issues.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) A year of professional experience.

Program of Study
Those admitted are expected to take at least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.
(b) MAT and GRE scores are not required.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

FOCUS ON COMMUNITY PSYCHOLOGY

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

Admission Requirements
(a) A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.
(b) MAT and GRE scores are not required.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

FOCUS ON TEACHING

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;
(b) If accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study

(a) A minimum of eight half-courses, four of which must be in Applied Psychology;
(b) A thesis.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

TEACHING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focusing on multicultural studies. Eight half-courses are required, plus a thesis.

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for practitioners in community settings with either an educational or a social psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements

(a) A University of Toronto M.Ed. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;
(b) If accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study

(a) A minimum of eight half-courses, four of which must be in Applied Psychology, with a heavy emphasis in community psychology, and must include a practicum in a community setting;
(b) A thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY)

The program features two different focuses. Students will be expected to apply for one of the two described below.

FOCUS ON APPLIED COGNITIVE SCIENCE

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdisciplinary Focuses" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study
(a) A minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also one minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto;
(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;
(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

FOCUS ON COMMUNITY PSYCHOLOGY

This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities or in community settings (e.g., school boards, social agencies) as either researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.A. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;
(b) For candidates with non-thesis master's degrees, if accepted, successful completion of a Qualifying Research Paper before registration in the program.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in community psychology and will comprise the major, and four other courses, two of which will be in the minor area;
(b) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;
(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from: The Registrar, Services Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling (1).

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

Students commencing the M.Ed. in Guidance and Counselling program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the five half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING (1)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year if pursued on a full-time basis, or mid-B in the five most recent and most senior full course equivalents if the degree was pursued on a part-time basis;
(b) At least one year of relevant experience.

Program of Study
Students commencing the M.Ed. in Counselling (1) program July 1, 1986, and thereafter have the option of completing their program either under the Institute's Option I (ten half-courses plus a comprehensive examination) or under the Institute's Option II (eight half-courses

plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the five half-courses required in Applied Psychology every program will contain counselling theory and a practicum.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to either the Ed.D. (1) or (2). In the case of (2), however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING (2)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling (2) program. (See the Ed.D. (2) program below.) However, admission to the M.Ed. (2) does not guarantee admission to the Ed.D. in Counselling (2). M.Ed. (2) students will be considered for admission to the Ed.D. (2) program together with all other applicants. Only a small number of applicants are accepted into this program each year.

Admission Requirements

(a) A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better;

(b) No MAT or GRE score is required.

Program of Study

The M.Ed. degree program in Counselling (2) for students commencing July 1, 1986, and thereafter will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements

Residence is required from September to April, which represents the Regular Session. (See definition of residence in "General Information" section.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options—Ed.D. (1) and Ed.D. (2)—in the study of counselling at this level. They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ED.D. IN COUNSELLING (1)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

In addition to those requirements for admission to the Doctor of Education programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Commencing July 1, 1991, and thereafter, students who select the Institute's Option II (eight half-courses plus a research paper), or who are enrolled in the M.Ed. program in Counselling (2), must complete 1269F,S,H Research Models in Counselling Psychology or its equivalent as part of their program. Equivalence will be determined in consultation with the student's advisor.

Residence Requirements

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

COUNSELLING WITH AN EMPHASIS IN MULTICULTURAL STUDIES

Students interested in combining their interests in counselling and multiculturalism at the doctoral level may do so by entering the Ed.D. in Counselling (1) or (2) and focusing on multicultural studies.

ED.D. IN COUNSELLING (2)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements

The Department of Applied Psychology specifies the following:

(a) A four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate degree;
(b) The applicant must normally hold an M.Ed. (2) degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (2) program may be admitted under the condition that this requirement will be included in the doctoral program;
(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (2) program;
(d) Applicants who hold an M.Ed. (2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required. If a student has completed the M.Ed. (2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements

Two years of residence are required of students entering the Ed.D. (2) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (2) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The first examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available. The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY

The School Psychology Division offers programs in both School and Early Childhood.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission Requirements
Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Program of Study
The program normally requires a minimum residence period of two academic years. The program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare a person to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Admission Requirements

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study

Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) A year of experience working with children in an approved setting;
(c) A minimum of one undergraduate course in child development.

Program of Study

A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or full-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children—for example, as teachers or as specialists in child psychology or child welfare at the master's level—and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

Admission Requirements
(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;
(b) Successful professional experience in early childhood education or in a relevant field;
(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

Program of Study
The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.
(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology;
(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focuses directly on empirical aspects of educational practice;
(c) A comprehensive examination for all candidates who commence the Ed.D. degree program after July 1, 1991;
(d) Practica.

Residence Requirement
One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, and educational issues.

Admission Requirements

A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study is to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements

(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;

(b) Professional experience in early childhood education or a relevant field.

Program of Study

(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses, of which two should be in the minor area;

(b) An internship;

(c) A comprehensive examination for all candidates who commenced the Ph.D. degree program after July 1, 1986;

(d) A thesis.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs outlined in Educational Psychology, Counselling Psychology, and School Psychology meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information will be found in the "General Requirements" section. The Special Purposes M.Ed. degree programs for students commencing July 1, 1986, and thereafter will be pursued under Option II (eight half-courses plus a research paper).

MASTER OF EDUCATION WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) Psychology courses at the undergraduate level are desirable but are not a prerequisite for admission;

(c) At least one year of successful employment. Experience working in the multicultural field is desirable but is not a prerequisite for admission.

Program of Study

Students commencing the M.Ed. program July 1, 1986, and thereafter have the choice of completing their program under the Institute's Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, and 1290s; all of these are in the Department of Instruction and Special Education.

1200 F,S,H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration. Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
J. Wine and staff

1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes a full day each day of the week.
Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
Prerequisite: 1202F,S,H, for Counselling students only. Full-time Counselling stu-

dents may take 1203Y concurrently with 1202F,S,H.
M. A. Guttman and staff

1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration. Prerequisite: Permission of the instructor.
K. Henderson

1206 F,S,H Seminar: Learning and Cognitive Processes in Education

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.
Staff

1207 F,S,H Motivation in Educational Contexts

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
K. Henderson

1209 F,S,H Seminar: Social Psychology and Education

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students will engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.
D. Hunt

1211 F,S,H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children 4 to 7 years old, and to analyse the issues associated with the different resulting educational perspectives. To these ends the historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
E. M. Regan

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and

techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of the instructor.
A. Wolfgang

1213 Y Intercultural Practicum

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

1214 F,S,H Research Seminar in Multicultural Studies

The course is designed to enable students to do an extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to do a review of the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of the instructor.
A. Wolfgang

1216 Y Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
R. B. MacIntyre

1217 F,S,H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
R. B. MacIntyre

1219 F,S,H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 Y Seminar and Practicum in School Psychology: Part I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and O. Weininger

1221 F,S,H Seminar and Practicum in School Psychology: Part II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational

problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.
Prerequisites: 1219F,S,H and 1220Y.
S. Miezitis and O. Weininger

1224 F,S,H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.
Staff

1226 F,S,H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H Practicum in Educational Psychology

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H Individual and Group Psychotherapy for Counselling: Part I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H Individual and Group Psychotherapy for Counselling: Part II

Each year this course will examine a model different from that dealt with in 1228F,S,H.
Prerequisite: Permission of the instructor.
Staff

1230 F,S,H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

1232 F,S,H Psychoeducational Appraisal in Teaching Young Children

Theory and practice in early assessment and intervention. Use of classroom observation and diagnostic teaching approaches in the assessment of learning styles. Experimentation with alternative teaching

styles and classroom intervention strategies to enhance student motivation and learning.
Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H Cognition and Instruction

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
C. Bereiter

1234 F,S,H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition. (This course is offered jointly between the graduate department of Education and the McLuhan Program in Culture and Technology and carries the identifier JME rather than EDT.)
D. R. Olson and E. C. Olsen

1237 F Cognitive Development and Instruction

This course will cover the core issues in cognitive development from two or three theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Remediation and instruction will be dealt with in relation to the processes of cognitive development.
M. Lewis

1238 F,S,H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H Language of the Arts in Therapy and Teaching

A consideration of therapy and teaching as dialogues, as a narrative mode, and as a search for a language for existing; recreating language beginning from its potential as dialogue; thinking as basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller

1242 F,S,H Developmental Patterns in Early Childhood and Elementary Years

This course will provide an introduction to child study and child development in the early childhood and elementary years.

Topics will include: the evolution of the study of children; maturation and individual differences; cognitive development and readiness; emotional development and attachment; social skills and social behavior; and the implications of knowledge about development for fostering thriving children.
A. Biemiller and O. Weininger

1243 F Seminar in Community Psychology and Community Development: Part I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and E. V. Sullivan

1244 S Seminar in Community Psychology and Community Development: Part II

A development of the topics in 1243F.
Prerequisite: 1243F.
J. Quarter and E. V. Sullivan

1245 F Research Practicum in Community Psychology: Part I

The research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and E. V. Sullivan

1246 S Research Practicum in Community Psychology: Part II

A development of the topics in 1245F.
Prerequisite: 1245F.
J. Quarter and E. V. Sullivan

1247 H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
Staff

1248 F,S,H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
P. J. Caplan

1249 F Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
C. Bereiter and M. Lewis

1250 F,S,H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of

Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
Staff

1251 F,S,H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250F,S,H.
Staff

1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H Feminist Issues in Counselling Psychology and Psychotherapy

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. Wine

1257 F,S,H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
P. J. Caplan

1258 F,S,H The Psychology of Motherhood and Its Relatedness to Education

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
P. J. Caplan

1259 F,S,H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
E. M. Regan

1261 F,S,H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory ap-

plicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
A. Wolfgang and staff

1266 F,S,H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y Advanced Practicum in Counselling

A continuation of 1203Y, designed primarily for M.Ed. students.
Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

1268 F,S,H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

1269 F,S,H Research Models in Counselling Psychology

This course is designed for those who have selected Option II of the M.Ed. in Counselling (1) program or who are enrolled in the M.Ed. in Counselling (2) program. Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research arising from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE and will participate in the design, execution, and reporting of a group research project.
D. S. Abbey

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H Advanced Practicum in School Psychology

Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220Y, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.
Prerequisites: 1219F,S,H, 1220Y, and 1221F,S,H.
S. Miezitis and O. Weininger

3205 F,S,H Research Methods in Applied Psychology

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in applied psychology. The course is designed to lead to the development and refinement of a dissertation proposal.
Staff

3206 F,S,H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

3207 F,S,H Research Seminar in Child Development

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in relation to developmental changes in behavior.
Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H Research Seminar in Adolescent Development

This seminar will cover the areas of emotional and affective processes during adolescence; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological dimensions of the adolescent years.
O. Weininger

3209 F,S,H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.
Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only. Required for doctoral students in the Focus on Teaching program.
D. Hunt

3212 F,S,H Motivational Contexts and Learning

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
K. Henderson

3213 F,S,H Feminist Organizing, Community Psychology, and Education

This course is an attempt to bridge the gap that frequently appears between theory and practice, a gap that is often concretely manifested among feminists as a division between academic and activist women. The literature reviewed in the course includes work focused on activism and work that integrates theory and practice, as well as some central theoretical readings. Students are required to form small collectives and carry out feminist organizing projects in community psychology and education. In the context of these projects students are required to give evidence of familiarity with activism in the area of their projects both through reading and contact with feminist activists, as well as to provide ongoing analysis of the theoretical grounding for their work.

Prerequisite: Permission of the instructor.

J. Wine

3214 F,S,H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.

Prerequisite: Permission of the instructor.

O. Weininger

3215 F,S,H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.

D. S. Abbey

3216 F,S,H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.

A. Wolfgang

3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.

Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.

N. Piran and staff

3218 F,S,H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.

A. Wolfgang

3220 F,S,H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem.

C. Bereiter

3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course will familiarize students with the theoretical framework of L. S. Vygotsky, focused on children's learning

strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of the more traditional norm-referenced model, considering the needs of ethnically diverse populations.
Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.
Prerequisite: Permission of the instructor.
Staff

3223 F,S,H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and effecting change in the schools. Impact of teacher and student perceptions and attitudes on teaching styles and learning approaches. A preventive orientation based on classroom observation is used in assessment and intervention. Implementation of an in-service training/teacher consultation model for rendering psychological services to the schools.
Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H Individual Personality and Educational Assessment: Part I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3227 F,S,H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

3228 F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.
E. V. Sullivan

3231 F,S,H Object Relations Theory and Educational Implications

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoïd and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and M. A. Guttman

3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. Students will review, analyse, and redesign representative studies in the multicultural literature. It is expected that the review and research design will lead to the development of thesis proposals for many students.
P. Gamlin

3235 F,S,H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
S. Palef

3236 F,S,H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.
Prerequisite: 1250F,S,H, or permission of the instructor.
Staff

3237 F Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. Models of developmental processes (e.g., cognition–emotion integration, dynamical systems) as well as general theories of development will be covered. Representational development will be related to underlying changes in information processing.
Prerequisite: 1237F or its equivalent, or permission of the instructor.
M. Lewis

3238 F,S,H Special Topics in Applied Psychology

Description as for 1238F,S,H.

3239 H Global Ecological Issues from a Community Educational Perspective

An examination of global ecological issues, within a communitarian perspective, on social ethics: e.g., soil loss, smog, acid rain, the greenhouse effect, ozone layer depletion, radiation damage, fragile ecosystems (tropical rainforests, the Arctic), and

water poisoning via domestic sewage, toxic chemicals, and industrial wastes. The course considers both educational means to increase awareness of these issues and community mobilization efforts in response to them. Thus, it combines knowledge about the study of these problems with educational interventions that community mobilization can accomplish in dealing with them. Each student will investigate a particular community mobilization effort.
E. V. Sullivan

3240 F,S,H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.
Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S Interpretive Analysis of Biographies: Implications for Education

The basis of the interpretive approach, as it will be discussed in this course, rests in aspects of existentialism and phenomenology, and the focus of the course will be the theoretical addressing of biographical narratives. Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized.
V. Darroch-Lozowski

3243 F,S,H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
S. R. Palef

3244 F,S,H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Suttie, Klein, Balint, Winnicott, Fairbairn, Guntrip, Mahler, Kernberg, Miller, and Kohut.
S. R. Palef

3245 F Advanced Research Practicum in Community Psychology: Part I

This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and E. V. Sullivan

3246 S Advanced Research Practicum in Community Psychology: Part II

A development of the topics in 3245F.
Prerequisite: 3245F.
J. Quarter and E. V. Sullivan

3247 F,S Cooperative and Community Development: Social, Psychological, and Educational Perspectives

This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives

This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F,S Methods in Critical Social Analysis in Community Psychology

This course is an introductory seminar in critical social analysis, which is designed to introduce students to tools and methods that facilitate the development of social analysis. The methods and tools are designed to develop a critical consciousness toward social structures of power that are embedded in institutions of power along class, gender, and racial lines. A background in "critical social theory" is helpful but not required.
E. V. Sullivan

3252 F,S,H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252F,S,H.

3266 F,S,H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required for doctoral students in the Focus on Teaching program; permission of instructor required for other doctoral students.
Staff

3268 F,S,H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Susanne Carroll, Ph.D. (Montréal)
Assistant Professor
(first- and second-language acquisition; linguistic theory; psycholinguistics; second-language education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Richard Courtney, B.A. (Leeds), F.R.S.A.
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; learning disabilities)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed from History and Philosophy of Education

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor, cross-appointed to the Centre for Franco-Ontarian Studies
(Franco-Ontarian education; qualitative analysis; gender and education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Instruction and Special Education

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

Birgit Harley, Ph.D. (Toronto)
Associate Professor
(theory and methodology of second-language teaching; curriculum development

and design; second-language acquisition research)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching, classroom interaction, pedagogical knowledge, professional development, science education)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor
(French as a second language research; bilingual education; second-language writing)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre, and Field Centre Division Head, cross-appointed from the Office of Field Services and Research
(curriculum orientations; holistic education; values education; global education)

Ellen M. Regan, Ed.D. (State University of New York at Albany)
Professor, cross-appointed from Applied Psychology

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

Roger I. Simon, Ph.D. (Yale)
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, and Head, Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education)

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, creative arts therapies, and arts teacher education, specifically in the areas of elementary/early childhood, multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed from Instruction and Special Education

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Normand J. Frenette, M.Ed. (Toronto)
Project Director, cross-appointed from the Centre for Franco-Ontarian Studies

(Franco-Ontarian studies; classroom interaction research; curriculum development; curriculum processes; language and semiotics)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

Floyd G. Robinson, Ph.D. (Alberta)
Professor, and Head, OISE Midnorthern/Northeastern Centre
(mathematics learning; complex intellectual functions; curriculum decision-making)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director and Head, OISE Northwestern Centre
(curriculum implementation and evaluation; coaching as an implementation strategy)

ASSOCIATED INSTRUCTORS:

Johan L. Aitken, Ph.D. (Toronto)
Professor, Faculty of Education, University of Toronto

Elizabeth Bernhardt, Ph.D. (Minnesota)
Associate Professor, Ohio State University

Benoit Cazabon, Ph.D. (Sherbrooke)
Professeur, Université d'Ottawa

John Del Grande, Ed.D. (Toronto)

Priscilla Galloway, Ph.D. (Toronto)
Program Leader, Board of Education, North York

Isabel Kaprielian, Ph.D. (Toronto)
Senior Research Associate, Modern Language Centre

Raymond Mougeon, Ph.D. (McGill)
Professor, York University

Donald Rutledge, M.A., M.Ed. (Toronto)
Educational Consultant

Sandra Shiner, Ph.D. (Toronto)
Counselling and curriculum specialist

Elizabeth M. Smyth, Ph.D. (Toronto)
Project Director, Curriculum

Dennis Thiessen, D.Phil. (Sussex)
Associate Director, Joint Centre for Teacher Development, and Assistant Professor, Faculty of Education, University of Toronto

PROFESSOR EMERITUS:

Frederick B. Rainsberry, Ph.D. (Michigan State)

NOTE

Admission inquiries should be directed to Linda Bellamy, Administrative Officer, Department of Curriculum.

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, must be submitted by *January 15.* (This deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.)

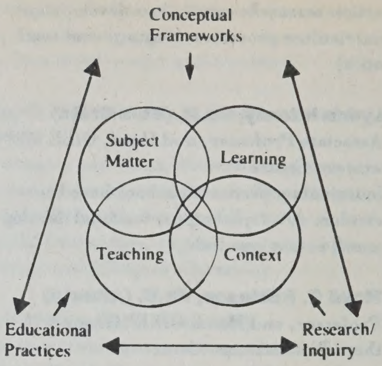
Continuing students must submit pre-enrolment forms for course selection by *April 13.* While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems. All of these perspectives will be viewed through each individual's personal experiences and orientations.

The following diagram is suggestive of the relationships between and among the three perspectives of conceptualization, educational practices, and research/inquiry and the four curricular components: subject matter, learning, teaching, context.



As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Research skills appropriate to such study are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and faculty advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department.

ADAPTIVE INSTRUCTION

This program is an interdepartmental specialization between the Department of Instruction and Special Education and the Department of Curriculum. It has two focuses:

1. Individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom.
2. Reading and reading disability: classroom-based aspects of reading, reading disability, and research in the acquisition of normal and exceptional reading abilities.

Course descriptions are given in the course listings for this department.

ARTS EDUCATION

The Forum for Arts and Media Education is a cooperative venture with the Faculty of Education, University of Toronto. Students in Arts Education may focus on general arts (the study of the creative arts as they are used in the general curriculum of schools) or the creative arts therapies. Although faculty members teaching courses within this focus have disparate approaches, they all view these activities as educational tools that assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. (Courtney, Wilkinson, Booth)

APPLIED COGNITIVE SCIENCE

Registrants in Curriculum have access to the interdisciplinary specialization in Applied Cognitive Science. Please refer to the description in the "Interdisciplinary Focuses" section. For further information, contact Gordon Wells.

CULTURAL STUDIES AND CRITICAL PEDAGOGY

This focus examines the diverse ways in which context is important in the conduct of educational life, especially how notions of individual and social differences in thought, language, and behavior may contribute to educational inequality. Included in this specialization are interests in multiculturalism, Indian education, social stratification, and critical pedagogy, which addresses how such limits of possibility can be transcended. (Cummins, Simon, Weiss)

EARLY CHILDHOOD

See description under "Interdisciplinary Focuses."

HOLISTIC EDUCATION

This is an interdepartmental program based in Curriculum. Holistic education is based on the concept of connectedness and attempts to facilitate various connections in the curriculum (e.g., analytic and intuitive thinking, body–mind, and subject integration). In particular, there is a focus on connecting the student's inner and outer worlds through imagery, whole language, and drama. (Courtney, Eisenberg, Miller, Robinson, Wells, Wilkinson)

SECOND-LANGUAGE EDUCATION

This area can be further subdivided as follows: (a) the learning and teaching of a second or foreign language; (b) educational linguistics; (c) bilingual and multilingual issues. (Allen, Carroll, Churchill, Cummins, Harley, Lapkin, Swain, Wells)

LANGUAGE, LITERACY, AND LITERATURE ACROSS THE CURRICULUM

This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: (a) language and learning; (b) reading, writing, and literature. (Cummins, Lapkin, Simon, Swain, Wells, Willows)

LEARNING IN NON-SCHOOL ENVIRONMENTS

This area focuses upon learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Simon, Weiss)

MATHEMATICS ACROSS THE CURRICULUM

Courses in this area of curriculum studies have been designed for general classroom teachers as well as for mathematics specialists. (Del Grande, Hanna, Russell)

TEACHER DEVELOPMENT

The Joint Centre for Teacher Development offers specializations in reflective practice and in improving practice, including an exploration of gender issues. A further description of this specialization, along with an expanded list of faculty, is to be found in the section "FEUT/OISE Joint Centre for Teacher Development" in this Bulletin. (Connelly, Hannay, Kilbourn, Miller, Wells)

For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant should discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference*, at least one of which is to be from a university professor who knows the applicant's work and can assess his or her promise as a graduate student.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:

(a) 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level);

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

This program is for students commencing their M.Ed. degree in the 1986 Summer Session and thereafter.

OFF-CAMPUS COURSES IN CURRICULUM (M.ED. STUDENTS ONLY)

The department offers some off-campus sections of curriculum courses to students in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses on campus at OISE.

Information about off-campus courses to be offered in the 1991/92 Regular Session will be available from the Office of Graduate Studies in the spring.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Applicants should note that the M.A. program requires at least one year of full-time study in Toronto. Ordinarily, a successful applicant will have at least two years of professional experience. In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference* from university professors who know the applicant's work and can assess his or her promise as a graduate student.
3. *Course descriptions* of any graduate courses taken at a recognized university and relevant to a focus within the Department of Curriculum, which may be used to reduce the number of courses in the M.A. program.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals.*

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(b) The applicant must submit a *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(c) Every applicant is required to submit *two letters of reference*, at least one of which is from a university professor who knows his or her work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology.

The Department of Curriculum requires a minimum of two terms of full-time study in the Regular Session, normally taken consecutively (i.e., a fall term and the next spring term, or a spring term and the next fall term).

Candidates who commenced the Ed.D. program after July 1, 1986, will be required to take a comprehensive examination during the program.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. In general, the Department of Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(b) *Two letters of reference* from university professors who know the applicant's work and can assess his or her promise as a doctoral student.

PROGRAM AND PATTERN OF STUDY

In addition to the major thesis, a comprehensive examination (required for candidates commencing the Ph.D. program after July 1, 1986), and other requirements as described in the "General Requirements" section, the normal pattern of study for this degree is as follows:

(a) a major in curriculum, consisting of four half-courses. It is highly recommended that the student take at least one course on research methodology;

(b) a minor in this or another department of OISE, consisting of two half-courses to be selected.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in first- and second-language education. Although many courses appropriate to such study are offered within the Department of Curriculum and other departments in OISE, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focusing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23. An initial digit of 4 or 5 identifies courses in the Adaptive Instruction interdepartmental specialization.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

1300 F,S,H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, and staff, Regular Session and Summer Session

1300 F,S,H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer, session d'été et session régulière

1301 S Holistic Arts Therapies in the Creative Curriculum

The objective is to provide a clearer understanding of the foundation of creative arts therapies in education, and to make students aware of the theory, research, literature, and philosophy of methodology, and place of the holistic arts therapies in the curriculum. They are viewed as educational tools that assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Pre-interview with instructor required.
J. A. Wilkinson, Regular Session

1303 F,S,H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck, Regular Session

1304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

1305 F,S,H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
Prerequisite: Permission of the instructors.
J. A. Ross and staff, Regular Session and Summer Session

1307 F Writing in a Second Language

This course focuses on second-language writing, with special attention to research on theory and practice. Literature on mother-tongue writing is included to provide a basis for examining similarities and differences in writing in one's first and second language. Topics include the place of writing among the four language skills, approaches to teaching writing, ways of responding to student writing, and techniques for evaluating writing.
S. Lapkin, Regular Session (after hours)

1309 F,S,H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H Reading in the School Curriculum

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1313 F,S,H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy—its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, Regular Session (after hours)

1315 F,S,H English at the Secondary School Level

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development

and interpretation and the conduct and use of classroom research will be examined.
Staff, Regular Session (after hours)

1316 F,S,H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff, Regular Session

2316 F,S,H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff, Regular Session

1317 F,S,H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
B. Harley and staff, Regular Session and Summer Session (after hours)

1319 F,S,H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
M. Swain, Regular Session

1320 F,S,H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours)

2320 F,S,H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff, Regular Session

1321 F,S,H The Education of Science Teachers

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of the instructor, and either 1320F,S,H or 2320F,S,H or equivalent.
Staff, Regular Session

1324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H,

which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1326 F,S,H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff, Regular Session

1327 F,S,H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells, Regular Session (after hours)

2327 F,S,H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours)

1331 F,S,H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen, Regular Session

1332 F,S,H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours)

1333 S Introduction à la linguistique théorique et descriptive

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis : très bonne connaissance du français.
Membre de la faculté à déterminer, session d'été

1334 F,S,H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both

through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins, Regular Session

1335 F,S,H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Thème pour l'année : la politique et l'éducation en langue française : l'expérience ontarienne. En tenant compte de la politique fédérale, le cours examinera le développement de l'éducation des Franco-Ontariens et de l'enseignement du français langue seconde.
S. Churchill, session régulière (soirée)

1335 F,S,H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies for minorities in both industrialized and Third World nations are studied with emphasis on practical aspects of school system operations: organization, governance, finance, classroom impact of policy. Trade-offs between different policy instruments are reviewed from the perspective of policy-makers and groups affected.
S. Churchill, Regular Session

1336 F,S,H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of variables such as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session (after hours)

1337 F,S,H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1337 F,S,H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer, session d'été

1338 F,S,H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
Staff, Regular Session

1339 F,S,H Language Assessment

This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area

are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting.
Staff, Regular Session

1345 F,S,H Arts & Education: Practice and Theory

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.
Staff, Regular Session and Summer Session (after hours)

1346 F,S,H Arts & Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth, Regular Session (after hours; offered in alternate years; not offered in 1991/92)

1349 F,S,H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
W. G. Pitman, Regular Session (after hours)

1350 F,S,H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics will vary from year to year depending upon the interests of course members.
J. A. Wilkinson, Regular Session and Summer Session (after hours)

1351 F,S,H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
J. A. Wilkinson and staff, Regular Session (after hours)

1352 F,S,H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1360 F,S,H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross and H. H. Russell, Regular Session and Summer Session (after hours)

1362 F,S,H A Survey of Methodology in Curriculum Research

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. W. Wahlstrom, Regular Session and Summer Session (after hours)

1363 F,S,H Curriculum Guidelines and Student Evaluation

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
Staff, Regular Session and Summer Session (after hours)

1366 S The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Regular Session and Summer Session

1367 F,S,H Creative Arts Special Subject

This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) modern research in Music *or* Visual Arts *or* Drama Education.
Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency).
D. Booth, Regular Session (after hours)

1379 F,S,H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language.

Among groups to be considered are refugee children.
I. Kaprielian, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

1386 F,S,H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon, Regular Session

1389 F,S,H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon, Regular Session

1398 F,S,H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session and Summer Session

1399 F,S,H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
F. M. Connelly and D. Thiessen, Regular Session

3300 F,S,H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research especially as it applies to contemplative practice. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff, Regular Session

3301 F,S,H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year

depending upon the interests of course members.
F. M. Connelly, D. Thiessen, and staff, Regular Session (daytime)

3303 F,S,H Personal Modes of Classroom Knowing: A Seminar on Teacher and Student Narrative Experience

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature on narrative and storied experience with an emphasis on ongoing research and a "practical" assignment define the course outline.
Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

3308 F,S,H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss, Regular Session

3309 F,S,H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
F. M. Connelly, D. Thiessen, and staff, Regular Session

3312 F The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session

3313 F,S,H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and

course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session

3318 S Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins, Regular Session

3319 F,S,H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M. Swain, Regular Session

3320 F,S,H Research Seminar in Science Education

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.
Prerequisite: Permission of the instructor.
Staff, Regular Session

3324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3332 F,S,H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen, Regular Session

3336 F,S,H Aspects of the Study of Interlanguage in Education

This course is intended for students wishing to investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.
Prerequisite: 1332F,S,H or 1336F,S,H.
S. Carroll, Regular Session

3346 F,S,H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime)

3347 F,S,H Arts & Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F,S,H.

R. Courtney, Regular Session

3348 F,S,H Arts Education: Drama and Ethnology

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F,S,H.

R. Courtney, Regular Session

3352 F,S,H Individual Reading and Research in Curriculum

Description as for 1352F,S,H.

3365 F,S,H Curriculum Issues in Preschool and Primary Education

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focused on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: Permission of the instructor.

E. M. Regan, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310F,S,H, 1311F,S,H, and 1381S in the Department of Curriculum are included in this specialization.

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.

D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Instruction and Special Education

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.

J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning

needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. J. Wilson, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction and Special Education

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
C. R. Musselman, H. Silverman, and A. J. Wilson, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
I. Davidson and U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of adaptive instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
I. Davidson, T. W. Humphries, H. Silverman, J. Wiener, and A. J. Wilson, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Instruction and Special Education

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.

E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.

Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.

C. R. Musselman, Regular Session and Summer Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction and Special Education

Study and interpretations of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.

Prerequisite: Permission of the instructor.

D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.

J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cogni-

tive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.
L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction and Special Education

An in-depth study of specific issues in adaptive instruction and special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.
H. Silverman, Regular Session

5298 F,S,H Special Topics in Adaptive Instruction: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications
1500F,S,H Instructional Technology: Computers and Individualized Instruction
1505 F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

The following courses might also be of special interest to students in Curriculum:

Applied Psychology
3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions
1211F,S,H Psychological Foundations of Early Education

History and Philosophy of Education
1447F,S,H Technology in Education: Philosophical Issues
1459F,S,H Creativity and Education

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor, and Chairperson of the Department
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
John E. Davis, Ph.D. (Toronto)
Associate Professor
(program design, implementation, and evaluation; small schools issues; school board relationships; organizational culture)

Alan F. Brown, Ph.D. (Alberta)
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

Andrew Hargreaves, Ph.D. (Leeds)
Associate Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Edward S. Hickcox, Ed.D. (Cornell)
Professor
(internal functions of school boards and school systems; trustee/administrator relationships; performance appraisals)

Mark Holmes, Ph.D. (Chicago)
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes and improvement of schooling; administrative aspects of student evaluation)

EDUCATIONAL ADMINISTRATION

Edward H. Humphreys, Ed.D. (Toronto)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(management of educational systems; strategic long-range planning; collective bargaining; student information in systems management; equity in employment in education)

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. Bradley Cousins, Ph.D. (Toronto)
Assistant Professor, OISE Trent Valley Centre
(knowledge utilization; program and personnel evaluation; principal's role in planned school change)

ASSOCIATED INSTRUCTOR:

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Provincial Judge of Ontario
(legal context of education)

PROFESSORS EMERITI:

Thomas B. Greenfield, Ph.D. (Alberta)
John H. House, Ph.D. (Alberta)
E. Brock Rideout, M.Ed. (Toronto)

PROGRAMS OF SPECIALIZATION

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

ADMISSION AND FEES

Admission requirements are:
(a) seven years' experience as a school business official or in some other aspect of school administration;
(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1990/91, the full-time annual fee was $2058 and the half-course fee was $308.75.

PROGRAM OF STUDY

The program of study consists of:
(a) 1040 and 1041, which are normally taken first;
(b) two half-courses related to school board management, which normally include 1017;

(c) two elective courses, normally in Educational Administration.
Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S. B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration, Department of Educational Administration.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements in the "General Requirements for Admission and Degrees" section of this Bulletin, desirable departmental criteria for admission to an M.Ed. degree program are as follows:
(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
(b) successful experience in administrative tasks;
(c) an interest in the study and practice of administration;
(d) a professional commitment to education;
(e) academic qualifications beyond the first degree;
(f) two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

PROGRAM OF STUDY

There are two options within the M.Ed. program in Educational Administration for all candidates commencing the program in the 1986 Summer Session and thereafter. Applicants must state their preference in their application. Failure to state a preference will lead to placement in Option I.

Option I: Coursework only (ten half-courses plus a comprehensive examination)
This program is designed primarily for the practitioner. Most students will enrol in this program. It comprises:
(a) 1040 Conceptual Bases for Understanding School and School System Administration; and 1041 The School, the School System, and Society in an Administrative Context;
(b) one of 1016, 1022, 1025, 1026, 1034, 1036, 1037, 1039 (School Operation and Planning);
(c) one of 1001, 1002, 1009, 1012, 1013, 1019, 1020, 1023, 1024, 1028, 1047, 1048 (People in Organizations);
(d) one of 1017, 1018, 1027, 1030, 1033, 1035 (External Influences on Education);
(e) five other courses of which at least one must be in Educational Administration;
(f) successful completion of the comprehensive examination, which may not be taken until six courses in the program have been satisfactorily completed. The examination is given annually on a Saturday in May.

Option II: Research project option (eight half-courses plus major research paper)
This program, with strictly limited entry and requiring at least an A– average in the previous undergraduate degree, is research oriented and directed to those students who are likely applicants for admission to an Ed.D. program. It comprises:
(a) five courses selected as for sections (a) to (d) in Option I;
(b) either 1010 or 1003 (unless an equivalent graduate research methods course has already been successfully completed);
(c) one course (if 1010 is selected) or two courses (if 1003 is selected);
(d) development and satisfactory completion of a major research paper. The research paper is likely to focus on a practical problem and will require field research. The format for the completed paper is that of the traditional research paper. Successful completion of the paper may, but will not necessarily, satisfy the requirement for a Qualifying Research Paper for consideration for doctoral admission.

For both Options I and II, the two compulsory courses, 1040 and 1041, must be taken at the beginning of the program; any exception to this requirement must be authorized in writing by the student's faculty advisor. The three restricted-choice courses should normally be taken next. This policy is particularly important for those taking Option I, who may wish to take the comprehensive examination after six courses.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session, or first or second term of the Regular Session.

MASTER OF EDUCATION WITH A FOCUS ON COMMUNITY COLLEGE ADMINISTRATION

This is a regular M.Ed. program operated as an interdisciplinary focus in cooperation with the Department of Adult Education and the Higher Education Group. It is designed for staff in community colleges who are interested in learning about the nature and practice of administration at the college level.

ADMISSION REQUIREMENTS

Entrance requirements are those outlined for the M.Ed. in the "General Require-

ments for Admission and Degrees" section of this Bulletin. In addition, the admission team, which will consist of representatives from the three cooperating departments, will look for the following characteristics:
(a) a university degree;
(b) experience and/or interest in administration;
(c) a professional commitment to education;
(d) two letters of reference. One should be written by an administrator the applicant has worked for, and the second should be written by a professional colleague.

PROGRAM OF STUDY

The program requires the completion of ten half-courses, with the following specifications:
(a) an introductory half-course in community college administration;
(b) two half-courses each from the departments of Educational Administration and Adult Education and the Higher Education Group. These courses will be chosen on advice from the student's program advisor from an approved list of courses available in the three departments;
(c) two elective half-courses, from any academic unit in the Institute, with the approval of the advisor;
(d) a culminating seminar when nine of the ten units have been completed or during the second term of a full-time residence year. The comprehensive examination, required of all Option I master's students, will be administered in connection with this seminar.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION
(M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1991 Summer Session and the 1991/92 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered. (The January 15 deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.)

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;

—ability to work with people;

—leadership style; and

—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)

(c) Two courses in one of three areas of concentration as follows:

—Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3041, 3047)

—Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)

—Area 3: Policy, the School, and Educational Change (3017, 3022, 3037, 3041, 3047)

(d) Elective courses. Two elective courses, which may be taken at the master's level, are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.

(e) Ed.D. candidates are required to take a comprehensive examination during their program of study.

(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:
1. Administrative Power and School Culture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013, 3018, 3022, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement (a) should describe the applicant's past professional and educational experience; (b) should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and (c) must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of the student's interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be worked out mutually and later between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator, M. Holmes.

DEPARTMENTAL REQUIREMENTS

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see the "General Requirements" section). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section of this Bulletin.

PROGRAM OF STUDY

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined in the Ed.D. program above.

(b) One minor of at least two half-courses. Normally the minor will include 3042 and 3043. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a minor in a different area of specialization. On the recommendation of the faculty advisor, the student may take the minor outside the department.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination during their program of study.

A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H The School as a Social Invention

Modern organization theory assumes that facts alone provide a basis for administrative action. But is that enough for administrators to make right decisions? Answers are sought in a theory that views organizations as a moral order in action. Interpretive, phenomenological, and interactionist theory offers theoretical tools for understanding the social realities of schools and administration. Topics include conflict, deviance, building consensus and commitment, and the responsibility of the administrator for self and others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.

Staff

1002 F,S,H Social Forces on Everyday School Life

An inquiry into the social realities of an organization and its administration. Students will use observation, description, narrative, interview, and other ethnographic techniques to analyse an organization,

usually their own place of work. Deeper appreciations of the dynamics of organization and administration through analysis and reflection are the desired outcomes of the course. It does not aim to improve the conditions of an organization, to solve its immediate problems, or to evaluate its effectiveness, though such outcomes might be by-products of the inquiry.
Staff

1003 F,S,H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.
S. B. Lawton

1004 F,S,H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. B. Lawton, J. B. Cousins, and S. Padro

1009 F,S,H Administrator–School Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y Research Seminar in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. B. Lawton and S. Padro

1012 F,S,H Clinical Analysis of the Administrative Process

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis and D. F. Musella

1013 F,S,H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values.

Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis, M. Holmes, and K. A. Leithwood

1017 F,S,H Educational Finance

Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H Political Skill in the Education Arena

Practical considerations in solving political problems in and around schools. Special attention to timing, advising, coalition-building, and taking stands. Focuses on teacher, administrator, trustee, media, and citizen-activist roles in a mix of communities and current issues. Readings include procedural, fictional, and conceptual material.
R. G. Townsend

1019 F,S,H Equity in Employment in Education

The personnel function is central to administrative practice in school systems, colleges, and universities. Equity in employment is central to the personnel function as legislation, policy, and collective agreements structure the workplace in a more egalitarian mode. This course will assess equity in employment through lectures and seminars examining concepts, legislation, and methods of implementation. It will attempt to provide an understanding of the implications of inequitable employment practice, of information practices used to discover inequity, and of methods used to rectify inequities in the areas of race, culture, age, color, gender, family and/or status, sexual orientation, physical or mental disabilities, citizenship, national origin, language, or ancestry.
E. H. Humphreys

1020 F,S,H Teachers and the Administrative Process

This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the

educational institution within a social setting.
M. Holmes and staff

1023 F,S,H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
A. F. Brown

1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to expanding the learner's experience rather than organizing it.
A. F. Brown and D. F. Musella

1025 F,S,H Schools and Their Effects on Achievement

This course examines school processes and their effects on student achievement. The influence of many factors, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time, is examined with emphasis on factors susceptible to administrative influence. Implications for school improvement are considered.
M. Holmes

1026 F,S,H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
J. B. Cousins and E. S. Hickcox

1027 F,S,H The Economic Context of Educational Administration

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H Policy Delivery and Schools

How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration.
R. G. Townsend

1029 F,S,H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures

or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff

1033 F,S,H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations that illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
E. H. Humphreys

1034 F,S,H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
E. H. Humphreys

1035 F,S,H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

1036 F,S,H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and

methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
E. H. Humphreys

1037 F,S,H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
E. H. Humphreys

1038 F,S,H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning and decision-making. Topics to be covered include: systems theory, the systems approach, project planning and scheduling techniques, analytical methodologies for decision-making, and cost-effectiveness analysis. Emphasis will be on application of the techniques to educational decision-making.
S. Padro

1039 F,S,H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

1040 F,S,H Conceptual Bases for Understanding School and School System Administration

Focus is on concepts both historical and emerging significant to the understanding of school and school system administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on school administration. An effort is made to connect concepts to the reality of school operation.
A. F. Brown, J. E. Davis, E. S. Hickcox, and staff

1041 F,S,H The School, the School System, and Society in an Administrative Context

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financ-

ing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of the school, the school system, and their administration.
A. Hargreaves, M. Holmes, E. H. Humphreys, D. F. Musella, S. Padro, and staff

1047 F,S,H Managing Changes in Classroom Practice

Basic assumptions underlying alternative approaches to school improvement, planned change, and curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective change. Procedures for carrying out such tasks in relation to the teacher's role are examined. Special attention is given to the problem of evaluating the nature and degree of change in classroom practice. The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1048 and 3047.
K. A. Leithwood

1048 F,S,H The Administrators' Role in School Improvement

A companion to course 1047, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed. This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.
K. A. Leithwood

1052 F,S,H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H Dynamics of Organizational Behavior

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H Problems in the Finance and Economics of Education

Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of politi-

cal science concepts for understanding education.
R. G. Townsend

3022 F,S,H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
M. Holmes

3037 F,S,H Planning the Management of Educational Organizations

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.
Prerequisite: 1036F,S,H or 1037F,S,H or 1039F,S,H or permission of the instructor.
E. H. Humphreys

3040 F,S Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

3041 F,S Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the Department of Educational Administration will be responsible for particular sessions. Required for Ed.D. students. An elective for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
E. S. Hickcox and staff

3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
A. Hargreaves and staff

3043 F,S,H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.

S. B. Lawton and S. Padro

3044 S Internship in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

E. S. Hickcox

3047 F,S,H Research Seminar on the Management of Educational Change

A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1047, 1048). Alternative methodologies will be assessed for their usefulness in exploring each set of problems. Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions. Some direct involvement in ongoing research will usually be provided.

K. A. Leithwood

3052 F,S,H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052F,S,H.

Ian Winchester, D.Phil. (Oxford)
Professor, and Chairperson of the Department, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

Graduate Studies Academic Secretary: Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education and the labor market; the community college; policy studies for systems of higher education)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

Pauline C. P. Chan, Ph.D. (London)
Assistant Professor
(comparative education; sociology of education; sociology of knowledge and language; cultural analysis; education in China and Asia)

George L. Geis, Ph.D. (Columbia)
Professor
(design of instructional systems; the professoriat; faculty development)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative education; higher education in China)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

John W. Holland, Ph.D. (Syracuse)
Associate Professor
(public finance and educational policy; comparative education)

HIGHER EDUCATION GROUP

Charles E. Pascal, Ph.D. (Michigan)
Professor, and Chair of the Council of Regents for the Colleges of Applied Arts and Technology of Ontario
(policy research on postsecondary education; organizational and professional development in postsecondary institutions; design and evaluation of educational development programs; international education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration

Cicely Watson, Ph.D. (Harvard)
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

ASSOCIATED INSTRUCTORS:

Niall P. Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Doreen Cleave-Hogg, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(staff and instructional development in medical education)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(evaluation of health professional education)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto
(administration and management of universities; planning in higher education)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education
(institutional and systems planning; forecasting techniques; manpower planning)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Bernard J. Shapiro, Ed.D. (Harvard)
Secretary, Management Board, Province of Ontario
(policy studies in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Provincial Judge of Ontario
(higher education and the law)

PROGRAMS OF SPECIALIZATION

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development). A small department such as the Higher Education Group cannot, of itself, offer concentrations in all such areas of interest. However, six specializations are available (history and philosophy, administration and planning, professional education, comparative higher education, teaching and learning, and health professional education).

In addition to the programs described, the Higher Education Group cooperates with other departments in offering an M.Ed. degree program designed for those who are working, or planning to work, in college administration. The program is offered through the Department of Educational Administration and is described in that department's section of this Bulletin.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Education with specialization in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

Students in all programs are required to become familiar with what may be called the foundations of higher education. Applicants with advanced degrees in fields other than education may be required to take additional courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

Students accepted to M.Ed. degree programs after July 1, 1986, in Higher Education will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education program are required to register in the M.Ed. Option II program, and all those commencing their program after January 1, 1990, must take the comprehensive examination. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined in the "General Requirements" section of this Bulletin, the Higher Education Group specifies the following:

(a) A University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;

(b) At least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) A personal interview with the candidate to be arranged when possible;

(d) An acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

PROGRAM AND PATTERN OF STUDY

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;

(b) A written comprehensive examination for all candidates commencing the program after July 1, 1986;

(c) A thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;

(d) A minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of:

(a) Six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education (the candidate's major subject), and two in the minor field. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;

(b) A written comprehensive examination, usually taken in the second term of the second residence year, for all students commencing the Ph.D. program after July 1, 1986; and

(c) A thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F The History of Higher Education in Canada: An Overview

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.

W. Brehaut and staff

1802 S Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1801F may be waived.

Staff

1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

1805 F,S,H The Community College

An examination of the development of non-degree-granting institutions and an analysis of the problems that face such institutions.

Staff

1806 F Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

Staff

1807 F,S,H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

S. Quazi and D. W. Lang

1809 F Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.

Staff

1811 F,S,H Institutional Research and Planning

A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to course 1807F,S,H, which has a systems focus.

S. Quazi and D. W. Lang

1812 F,S,H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs. This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.

Staff

1813 F,S,H Research in the University

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and nonformal sectors, and identify factors that contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.
M. L. Skolnik

1822 F The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. This seminar involves selected readings.
I. Winchester

1823 S Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.
By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester

1824 F,S,H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D. N. Wilson and S. Quazi

1825 F Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.

R. E. S. Hayhoe

1826 S Comparative Higher Education: Part II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education.

Either 1825F or another course in comparative education is prerequisite for this course.

R. E. S. Hayhoe

1827 F,H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

R. G. Townsend

1828 F,S,H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

G. L. Geis

1840 F,H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied

to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S,H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

1852 F,S,H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
G. L. Geis and A. Hildyard

3806 S Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S,H The University under Communism

This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of

the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system. The following broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.
Staff

3810 F,S,H International Academic Relations

This course will take the literature of international relations as its base, then look at issues of culture and knowledge in the international context. Practical topics for exploration include the role of universities in international development activity, relations between universities and such international agencies as UNESCO and the World Bank, international student/scholar exchanges, and the university's responsibility on issues of peace and human rights.
Staff

3820 F,S,H Special Topics in Higher Education: Doctoral Level

Description as for 1820F,S,H.
Staff

3852 F,S,H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852F,S,H.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

Dwight R. Boyd, Ed.D. (Harvard)
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; literature education)

Deanne Bogdan, Ph.D. (Toronto)
Associate Professor
(philosophy of literature and literature education; literary theory; aesthetics and education; poetic apologetics; censorship; epistemology of literary response; feminist criticism, aesthetics and pedagogy)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

HISTORY AND PHILOSOPHY OF EDUCATION

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

David Levine, Ph.D. (Cambridge)
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
("Continental European" philosophy and education; democracy and education; social philosophy and American pragmatism; Marxism; neo-Marxism and the Postmodernist discussion)

E. Christopher Olsen, Ph.D. (London)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; European intellectual history; twentieth-century German history)

Alison Prentice, Ph.D. (Toronto)
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

Ian Winchester, D.Phil. (Oxford)
Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The new Master of Education program pertains to students commencing in the 1986 Summer Session and thereafter. The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The core program includes two Ed.D. seminars (3490F and 3491S) taken during the year of residence and two Ed.D. practica (3494F,S,H and 3495F,S,H) arranged in consultation with the faculty advisor. Other practice-oriented courses in the department may be substituted for one or both practica with the advisor's approval.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a one-year program consisting of six half-courses (four of which should be taken in the area of specialization in this department) and a thesis. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have related graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section. Candidates commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination during the program.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

HISTORY OF WOMEN AND THE FAMILY IN EDUCATION

(D. Levine, A. Prentice, R. R. Pierson)
Courses—1418, 1421, 1422, 1426, 3414, 3418, 3421, 3423. (See also "Interdisciplinary Focuses" in women's studies for other related courses.)

HISTORY OF SCHOOLING IN CANADA

(W. Brehaut, A. Prentice)
Courses—1403, 1404, 1414, 1416, 1417, 1425.

PHILOSOPHY OF LITERATURE IN EDUCATION

(C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester)
Courses—1459, 1462, 1484, 1485, 3436.

MORAL/VALUES EDUCATION

(C. M. Beck, D. R. Boyd, J. A. Eisenberg)
Courses—1116, 1303, 1441, 1443, 1485, 3441, 3443.

Faculty in other departments who deal with issues in moral/values education include: Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (FEUT); and John Davis and Mark Holmes (Educational Administration). In addition, members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum experience. These include Peter Evans (Ottawa); Jack Miller (St. Catharines); Floyd Robinson (North Bay); and John Ross (Peterborough). Several members of FEUT are also active in the area of moral/values education. Relevant courses in other departments of OISE that may be of interest include: 1209, 3247, and 3248.

Other focuses include such areas as:
—immigration, ethnicity, and multiculturalism in education
—religious education
—law and social issues in education
—critical social theory and critical pedagogy
—creativity and aesthetics
—working-class education
—developmental epistemology and theories of knowledge
—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

1402 F,S,H History of Modern European Education

Studies in the social and political history of European education since the eighteenth

century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson (not offered in 1991/92)

1403 F,S,H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective). (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H History of Education in Canada: Selected Topics

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.
Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1407 F,S,H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine (not offered in 1991/92)

1414 F,S,H Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1416 F,S,H Ontario Education

A seminar focusing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H Politics in the History of Canadian Education

This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be ex-

amined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H The Role of Education in Theories of Women's Emancipation: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H Research Seminar in the History of Education

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice and R. R. Pierson

1422 F,S,H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1424 F,S,H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
A. Prentice and R. R. Pierson

1428 F,S,H Immigrant Concerns in the History of Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organiza-

tional priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H Theory of Knowledge in Educational Inquiry

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H Political Thought and Education

A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist traditions; their relation to new social movements, contemporary education, and survival problems of contemporary society; the "Third World" as a new dimension of contemporary political thought; revolution, reform, and education. No background in philosophy required.
D. Misgeld

1435 F,S,H Democracy and Education

An interpretation of contemporary political thought on the background of American pragmatism and its transformation in contemporary philosophy and social theory. The relevance of educational theory and of educational reform for the development of democracy.
D. Misgeld

1436 F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness

A discussion of liberalism and the Enlightenment, as well as of socialism and Marxism, with reference to the debates about Modernity and Postmodernity. At issue is the question whether the historical

project of modernity (of modern societies) and of the social and political transformations envisaged in it can be said to be coming to an end. The critical theory of society will be used as the central example for a theory of modernity.
D. Misgeld

1437 F,S,H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1439 F,S,H Gender and Education: Philosophical Issues

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, the relevance of gender to educational theory.
D. R. Boyd (not offered in 1991/92)

1440 F,S,H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

1443 F,S,H Values Education Practicum

This course deals with theoretical and practical problems arising in the conception, organization, and implementation of values education programs. It will begin with an examination of basic theories of value, major approaches to values education, the moral role of the institution in education, materials and techniques used in values education, and procedures for evaluating programs and exercises. Then the theoretical components of the course will be applied in a variety of school settings at a variety of levels. These may include elementary schools, secondary schools, penal institutions, special education classes, classes for gifted students, or adult groups. The findings of the practica will

serve as a basis for designing values education programs.
J. A. Eisenberg

1446 F,S,H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers—i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1448 F,S,H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

1449 F,S,H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg (not offered in 1991/92)

1450 F,S,H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the applica-

tion of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H Individual Reading and Research in the Philosophy of Education: Master's Level

Description as for 1452F,S,H.

1456 F,S,H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1457 F,S,H Anarchism and Libertarian Education

A critical analysis of anarchist and libertarian writings on education from the nineteenth century to the present. Among the writings to be considered are those of Kropotkin, Tolstoy, Neill, Goodman, Friedenberg, Holt, and Illich. The relationship of these ideas to the "free school" movement of the 1960s will also be considered.
M. A. Levin

1459 F,S,H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H Women, Literature, and Education

This course focuses on several ways in which education relates to women and literature. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the influence of the feminine novel on education of women will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the rise of female aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H Religious Education

An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1481 F,S,H Worldview Education: Religious and Non-religious Perspectives

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

1482 F,S,H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1484 F,S,H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of teaching literature. Topics include the justification for and censorship of literature; literature as message, object, process; the epistemology of literary response and its moral/aesthetic/ideological implications; the politics of English studies as a discipline.
D. Bogdan

1485 F,S,H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Implications for the teaching of literature, and connections between literature studies in schools and the serious study of values will be explored.
D. Bogdan

3414 F,S,H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
A. Prentice

3417 F,S,H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Course content and evaluation will be divided between seminar readings and reports of student research.

Students should have in mind a relevant topic when they register. Limited enrolment.
Prerequisite: 1462F,S,H or permission of the instructor.
D. Bogdan

3418 F,S,H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

3421 F,S,H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

3423 F,S,H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3428 F,S,H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428F,S,H, 1429F,S,H, or permission of the instructor.
H. M. Troper

3436 F,S,H Aesthetics and Education

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan and I. Winchester

3437 F,S,H Research Seminar in Religious Education

Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of the instructor.
C. M. Beck

3441 F,H Research Seminar in Moral Education: Part I
3443 S,H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of the instructor.
D. R. Boyd

3446 F,S,H Metaphysics and Human Traditions in Education

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original

research in areas of their own special interest.
I. Winchester

3447 F,S,H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including Postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld

3452 F,S,H Individual Reading and Research in the History of Education: Doctoral Level

Description as for 1452F,S,H.

3453 F,S,H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for 1453F,S,H.

3456 F,S,H Research Seminar in Alternative Education

An advanced research seminar for students who wish to do research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed.
Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H Religious Dimensions of Social Ethics

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3490 F Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490F.
Staff

3494 F,S,H Ed.D. Practicum in the History and Philosophy of Education: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H Ed.D. Practicum in the History and Philosophy of Education: II

See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson). (Joint program with McLuhan Program in Culture and Technology; identifier JME, not EDT.)

Curriculum
1303F,S,H Values and Schooling (C. M. Beck)

Higher Education
1801F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970S Sociological Theory in Education (D. Misgeld)
1973S Women and the Educational System (S. Acker)

Anne Jordan Wilson, Ph.D. (Toronto)
Associate Professor, and Chairperson of the Department
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Graduate Studies Academic Secretary: Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Admission inquiries should be addressed to:
Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

Iain Davidson, Ph.D. (Toronto)
Associate Professor
(visually handicapped children; images of disability in art and literature; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children, teachers, and educational settings)

Malcolm Garber, Ph.D. (Southern California)
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

INSTRUCTION AND SPECIAL EDUCATION

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

John R. Kershner, Ph.D. (Toronto)
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

Carol R. Musselman, Ph.D. (Michigan)
Associate Professor
(education of children with communication disorders; linguistic and social development of hearing-impaired children; mother–child and teacher–child communicative interaction)

Linda Siegel, Ph.D. (Yale)
Professor, and Executive Head of Graduate Studies, OISE
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

Harry Silverman, Ph.D. (London)
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; service and delivery models)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social skill development in normally achieving and learning disabled children and adolescents; curriculum-based and

dynamic assessment; learning disabled adults; the consulting process)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

ASSOCIATED INSTRUCTORS:

Thomas W. Humphries, Ph.D. (Northwestern)
Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto

Mary Konstantareas, Ph.D. (Toronto)
Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Uri Shafrir, Ph.D. (York)
Learning disability specialist, University of Toronto; consultant in computer-based assessment and programming for exceptional children

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute, Toronto

NOTE ON ADMISSIONS PROCEDURES

The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Applicants to the doctoral programs are required to submit two professional and two academic letters of reference. Master's candidates are required to submit two letters only. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

PROGRAMS OF SPECIALIZATION

The Department of Instruction and Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one Regular Session and one Summer Session are required for completion.

Students who have an Ontario Teacher's Certificate will find that certain courses in the Department of Instruction and Special Education have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and see the department's Student Handbook regarding which courses are accepted for these additional qualifications.

From 1991/92, the Department of Instruction and Special Education is offering three program specializations (listed below) by establishing groups of courses with a coherent theme. Although applicants must select a specialization, all courses are open to all students in the department, regardless of the specialization selected, provided prerequisite requirements have been completed. When space is available, students from other departments are also welcome.

Students should consult the department's Student Handbook for details of requirements and programs.

SPECIAL EDUCATION

This specialization has the dual objective of broadening candidates' general background in special education and developing specialized knowledge in at least one area of concentrated study. It is also designed to serve candidates interested in severe learning difficulties such as multiple-handicapping conditions and sensory loss and in learning and emotional problems. However, courses listed under the Adaptive Instruction specialization are applicable to Special Education candidates and should be included in each student's program.

ADULT LEARNING AND SPECIAL NEEDS

This specialization is designed to meet the needs of candidates working with adults with special needs in a variety of settings including community colleges, universities, literacy programs, and community residential, work, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace. Internship experiences are also available. Specific courses associated with this specialization include 1273, 1281, 1282, 1283, 1284, 1285, 1286, 1290, 1298, 4274, 4275, 4280, 4287, 4288, 4292, 4293, 4295, 4299, 5280, 5286, 5292, 5295, 5298.

ADAPTIVE INSTRUCTION

This program is an interdepartmental specialization between the Department of Instruction and Special Education and the Department of Curriculum. It has two focuses:

1. Individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom.
2. Reading and reading disability: classroom-based aspects of reading, reading disability, and research in the acquisition of normal and exceptional reading abilities.

Registrants in the Department of Instruction and Special Education also have access to the interdisciplinary specialization in Applied Cognitive Science, which is described in the "Interdisciplinary Focuses" section of this Bulletin. For further information, call the Applied Cognitive Science Centre at ext. 2362.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge, expertise, and experience have been identified as fundamental for any student enrolled in the Department of Instruction and Special Education, regardless of the degree sought, the specialization selected, and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in two core areas:

(a) current issues in adaptive instruction and special education,

(b) interpretation of research in adaptive instruction and special education.

In practice, establishing this proficiency usually requires students to take 4280 Issues in Adaptive Instruction and Special Education, and 4293 Interpretation of Research in Instruction and Special Education, as the *first* two courses in the department.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Instruction and Special Education. The remaining courses may be chosen from within the department, from other departments of OISE, or from other graduate departments at the University of Toronto. Please note that courses in the Adaptive Instruction specialization count toward the four half-course requirement for students registered in either the Department of Instruction and Special Education or the Department of Curriculum.

Students are also encouraged to participate in colloquia and informal research meetings organized by the department. They are strongly encouraged to undertake a field experience component in their program, such as placements in schools, clinics, and agencies in which exceptional children are taught.

MASTER OF EDUCATION WITH SPECIALIZATION IN INSTRUCTION AND SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

In the Department of Instruction and Special Education the M.Ed. degree is pursued under Option II, eight half-courses and a major research paper (MRP), for all students commencing their M.Ed. degree program after July 1, 1991. Two of the courses, 4280 and 4293, will be devoted to the core areas described previously. The following two courses are also strongly recommended: 4274 Research Planning in Instruction and Special Education and 4295 Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level. These courses are designed to assist students in the preparation of the MRP.

The MRP will be directed by a faculty member selected by the student. Possible MRP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research, in-depth single-case or policy analyses, curriculum materials development, and professional development programs.

MASTER OF ARTS WITH SPECIALIZATION IN INSTRUCTION AND SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue a research career or clinical work in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Instruction and Special Education, two of which encompass the core areas described above. In addition students are recommended to take two courses, 4274 Research Planning in Instruction and Special Education and 4295 Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level, to assist in the preparation of a master's thesis.

The master's thesis will be directed by a committee of two faculty members. The master's thesis is a formal research project that differs from the major research paper (MRP) in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN INSTRUCTION AND SPECIAL EDUCATION

The Ed.D. program in Instruction and Special Education is intended primarily for educators who have demonstrated their practical capabilities in education, and who intend to continue their professional careers as field-oriented leaders. Students with the M.Ed. degree who wish to proceed to doctoral studies in Instruction and Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A– average is ordinarily required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program. Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, research, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Please see the department's Student Handbook for details of the internship requirements. Candidates are encouraged to take most of their courses on a part-time basis prior to their year of residence, since it is recommended that the year of residence be used primarily to commence the thesis.

As part of the program, students will be required to take at least four half-courses in the Department of Instruction and Special Education, including 5280 Research Seminar in Adaptive Instruction and Special Education and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN INSTRUCTION AND SPECIAL EDUCATION

The Ph.D. program in Education with specialization in Instruction and Special Education is designed for those who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine courses from this department with courses in curriculum, psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Instruction and Special Education or its equivalent and have completed a thesis. An A– average is ordinarily required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See the description of the

QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described in the "General Requirements for Admission and Degrees" section of this Bulletin.

Students will be expected to take at least four half-courses in the Department of Instruction and Special Education or in the joint program in Adaptive Instruction, including 5280 Research Seminar in Adaptive Instruction and Special Education. Students commencing the Ph.D. program after July 1, 1986, will be required to take a comprehensive examination. For details consult the faculty advisor. Students who do not have sufficient background in statistics or research methodology will be required to take additional courses in the doctoral program.

Other coursework will be devised in consultation with a faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and may include one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first digits in the course number are 127, 128, or 129 (specialization in Special Education) or 42 or 52 (specialization in Adaptive Instruction). Most of the courses listed below will be offered in the evening from 5:30 to 8:30.

SPECIALIZATION IN SPECIAL EDUCATION

1273 S Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay and I. Davidson, Regular Session

1281 F,S,H The Education of Developmentally Delayed People and Slow Learners

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues related to mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
M. Garber and staff, Regular Session and Summer Session (offered as required)

1282 F,S,H The Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman, Regular Session (offered as required)

1283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

1284 F,S,H Behavior Disorders in Relation to Education

Behavior disorders in children and young people; the diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized.

Lectures, case presentations, demonstrations, and readings.
M. Garber and J. Wiener, Regular Session and Summer Session

1285 F,S,H Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries and L. Siegel, Regular Session and Summer Session

1286 F,S,H Approaches to the Teaching of Learning Disabled Adolescents and Adults

A critical evaluation of the approaches that are typically employed in the education of learning disabled adolescents and adults. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1290 F,S,H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1298 F,S,H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.
D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Instruction and Special Education

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. J. Wilson, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction and Special Education

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
C. R. Musselman, H. Silverman, and A. J. Wilson, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
I. Davidson and U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of adaptive instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
I. Davidson, T. W. Humphries, H. Silverman, J. Wiener, and A. J. Wilson, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Instruction and Special Education

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional

materials, and understanding remedial/developmental approaches.
E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

In addition to the courses listed above, the following three courses in the Department of Curriculum are also included in the Adaptive Instruction specialization:

1310 F,S,H Reading in the School Curriculum

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction and Special Education

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of the instructor.
D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.
L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction and Special Education

An in-depth study of specific issues in adaptive instruction and special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.
H. Silverman, Regular Session

5298 F,S,H Special Topics in Adaptive Instruction: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This

course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications
1500F,S,H Instructional Technology: Computers and Individualized Instruction
1505F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
Research Seminar in Artificial Intelligence Applications in Education

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor, and Chairperson of the Department
(computer technology; curriculum uses of computers; instrumentation; software development)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed from Applied Psychology

Donald F. Burrill, Ph.D. (Cornell)
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed to Curriculum
(computer-assisted instruction in first and second languages; minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical microworlds and programming environments for children; design of intelligent coaching within microworlds; computer applications in mathematics education)

M. Dormer Ellis, Ed.D. (Toronto)
Professor, cross-appointed from Adult Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS (MECA)

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(data analysis and statistics; mathematics education)

Sar B. Khan, Ph.D. (Florida State)
Associate Professor
(cognitive, affective, and career skills assessment)

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(data analysis; evaluation; assessment of achievement)

G. Philip Nagy, Ph.D. (Alberta)
Associate Professor
(measurement, evaluation, data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted

instruction/training and interactive video; research in instructional and media design; expert systems)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed from Educational Administration

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed from Curriculum

Marlene Scardamalia, Ph.D. (Toronto)
Professor, and Head, Centre for Applied Cognitive Science
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

George S. Tracz, Ph.D. (Toronto)
Associate Professor
(learning and decision-making in intelligent organizations; cognition and thinking in organizations; decision conferencing; computer-supported cooperative work)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, cross-appointed from Curriculum

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

Harvey Goldstein, B.Sc. (Manchester)
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

Graham F. Scott, B.A. (Toronto)
Project Director, MECA

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Peter J. Evans, M.Ed. (Toronto)
Project Director, and Head, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing—elementary, secondary, and postsecondary)

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper); see the M.Ed. program in the "General Requirements for Admission and Degrees" section of this Bulletin. See that section also for M.A., Ed.D., and Ph.D. requirements.

Candidates commencing a doctoral program after July 1, 1986, will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialties.

Students are expected to have an account on the OISE VAX computer and to learn to use E-Mail, the PARTI Conference system, and specialized software (e.g., statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the VAX (free software available).

COMPUTER APPLICATIONS SPECIALIZATION

This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details and enrolment forms for this course are available from the MECA department. Specific areas of applications and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1504 or 1660 is strongly encouraged. In the doctoral program, at least four doctoral-level courses will ordinarily be required.

EVALUATION SPECIALIZATION

Students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and higher education. Pupil evaluation pervades the educational enterprise at all levels. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation.

To be competent in research, students need to acquire knowledge and skills in both quantitative and qualitative methods. Courses 1613, 1654, 1660, 1666, and 1520 provide foundation knowledge and skills. Courses 1610, 1615, 1619, and 1670 will be relevant to some programs, as will courses in other departments—e.g., 1137 Evaluation of Adult Education Programs; 1360 Evaluation of Curriculum and Instruction; and 1363 Curriculum Guidelines and Student Evaluation. At the doctoral level, 3610 and 3666 are required; at least two other doctoral-level courses are ordinarily required.

MEASUREMENT SPECIALIZATION

M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in Measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1670 and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these courses or plan to take them as part of their Ph.D. program. Ph.D. students are ordinarily required to take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in matrix algebra (take 1602 if necessary) and calculus is expected of Ph.D. candidates.

FOCUSES

Students in MECA may be interested in one of the following focuses.

APPLIED COGNITVE SCIENCE

Course 3502 is associated with this focus. (See "Interdisciplinary Focuses" section of this Bulletin.) Contact Marlene Scardamalia for further information.

INSTRUCTIONAL/EDUCATIONAL TECHNOLOGY

Relevant courses include 1500, 1501, 1505, 1509, 1511, 1518, 3503, 3511. Interested students are urged to consult W. P. Olivier.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1991/92 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered. (The January 15 deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.)

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for Theses, QRP's and Orals*, and the admission requirements in the "General Requirements" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note item 2(f) in the "Application for Admission" section of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted before the student leaves for the University of Toronto.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35. Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36. Courses 1504, 1520, 1660, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1505F,S,H, 1506F,S,H (Non-Credit), 1515F,S,H, 1517F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE Summer Session or Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H Instructional Technology: Computers and Individualized Instruction

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization. Instructional design issues will be emphasized.
W. P. Olivier

1501 F,S Computer-Guided Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
S. Churchill and W. P. Olivier

1503 F,S,H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of the concerns of other computer applications courses, may include: computers in the classroom, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis, administrative applications, communications technologies, Hypertext, Artificial Intelligence applications.
Note: No previous experience required. This is not a skills-oriented course, but completion of, or concurrent registration in, 1506F,S,H (Non-Credit) is highly desirable.
R. S. Cohen, R. K. Logan, G. S. Tracz, and staff

1504 F,S,H Research Practicum in Measurement, Evaluation, and Computer Applications

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be

given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
Staff (offered as required)

1505 F,S,H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Prerequisites: Proficiency in at least one programming language and 1518F.
W. P. Olivier

1506 F,S,H Prerequisite Skills in Computer Applications (Non-Credit)

Students enrolled in MECA courses who do not have a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: microcomputer components and terminology, basic programming concepts, overview of programming languages, databases, and other applications. Details and enrolment forms are available from the department.
R. S. Cohen and staff

1509 S Instructional Technology: Video/Multimedia Design

A course on video and videodisc and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the computer graphics laboratory and television studio.
Prerequisites: 1518F and 1505F,S,H.
W. P. Olivier

1510 F,S,H Computer Applications to Research Problems

The use of computers in answering research questions; experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.
Staff (offered as required)

1511 F Computer-Assisted Language Instruction: Level I

An overview course on using computers to assist language learning emphasizing principles of integrated design for use in classrooms. Topics include principles of application, selection of courseware, and teacher use (laboratory work required).
S. Churchill

1513 F Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability.
Prerequisite: Experience or interest in technical aspects of software development.
R. S. McLean

1515 F,S,H Computers in the Curriculum

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.
Prerequisites: 1503F,S,H and 1506F,S,H (Non-Credit) or equivalent.
R. S. Cohen, R. S. McLean, and R. G. Ragsdale

1516 F,S,H Teaching and Learning Computer Programming

Topics include (a) use of programming environments in the elementary school; Logo and other microworlds for children; (b) secondary school programming applications in mathematics and computer science; (c) research on the cognitive prerequisites and effects of learning programming; (d) instructional systems for teaching programming.
Prerequisite: Programming experience or permission of the instructors.
R. S. Cohen, R. S. McLean, and R. G. Ragsdale

1517 F,S,H Microcomputers and Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

1518 F Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training in education will be covered. Discussion will focus on computer-based training and interactive video, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

1519 F Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
R. S. McLean

1520 H Processing Educational Research Data

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.
Prerequisite: 1666F,S,H or permission of the instructor.
Staff

1525 S The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and G. S. Tracz

1531 S The Microcomputer Is the Medium and Education Is the Message

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways in which computers can be used in the classroom and other educational settings.
R. K. Logan

1532 F,S,H Introduction to Artificial Intelligence Applications in Education

The course provides a critical overview of various applications of artificial intel-

ligence (AI) ideas and techniques in education. Topics include: an introduction to AI; models of knowledge representation; knowledge-based systems and their educational potential; intelligent interfaces and natural language processing; intelligent tutoring systems—modelling subject matter expertise, tutoring techniques, and computerized diagnosis; microworlds, interactive simulations, and computer coaches; computer tools for enhancing reflection, investigation, and problem-solving skills.
Prerequisites: 1503F,S,H and 1506F,S,H or some experience in computer programming.
R. S. Cohen

1551 F,S,H Special Topics in Computer Applications: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H Individual Reading and Research in Computer Applications: Master's Level (Pass/ Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
Prerequisite: 1513F or equivalent.
R. S. McLean

3501 F Decision Support Systems in Education

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to the field of decision support systems—a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.
Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.
G. S. Tracz

3502 F Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Prerequisite: 1501F,S, 1505F,S,H, or 1518F.
W. P. Olivier

3511 S Computer-Assisted Language Instruction: Level II

A course emphasizing personal project work in designing applications of computers in language learning situations or in

design and/or programming of tools to aid intentional language learning (first and second language).
Prerequisite: 1505F,S,H, 1511F, or permission of the instructor.
S. Churchill

3512 S Research Seminar in Artificial Intelligence Applications in Education

A research seminar dealing with the application of artificial intelligence ideas and techniques to the design of sophisticated computer-based instructional systems and learning environments.
R. S. Cohen

3517 S Evaluation and Microcomputer-Based Curriculum Materials

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.
Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and R. G. Ragsdale

3535 S Simulation Models of Cognition and Learning

Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simulation techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported cooperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H Simulation and Gaming for Educational Decision-Making

The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H Special Topics in Computer Applications: Doctoral Level

Description as for 1551F,S,H. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/ Fail)

Description as for 1552F,S,H (Pass/Fail).

3556 F,S,H Research Seminar on Information Processing in Education (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H Descriptive Statistics (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear depend-

ence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1610 F,H Introduction to Measurement and Evaluation

A presentation of the basic principles of measurement and evaluation, and the interpretation and application of test scores and other measures. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments.
Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
S. B. Khan and staff

1611 F,S,H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.
S. A. Alvi and S. B. Khan

1612 F,S,H Affective Assessment in Education

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing, and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H Test Construction

Development of educational and psychological measuring instruments. These will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.
M. W. Wahlstrom

1619 F Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
J. Weiss

1651 F,S,H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the

purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1654 S Evaluation of Education and Human Services Programs

Approximately equal time will be given to quantitative and to qualitative approaches, from randomized field experiments to naturalistic evaluation in schools, social service agencies, and health services. The program evaluation process will be analysed from preparation of the evaluation agreement to presentation of the final report, giving attention to *Standards for Evaluation of Educational Programs, Projects and Materials*. Students without experience in program evaluation should take this course before taking course 3610F,S Evaluation Methodology and Theory.
L. D. McLean, M. W. Wahlstrom, and J. Weiss

1659 F,S,H Evaluation of Current Issues in Ontario Education

Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660 F,S,H Introduction to Empirical Research in Education

While the general emphasis is on developing critical readers of research and of other evaluative educational literature, this course should also prove useful to students who intend to conduct research and prepare a dissertation, thesis, or major research paper. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, interpreting results, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.
Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
Staff

1666 F,S,H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package on the OISE VAX computer or microcomputer of their choice.
Prerequisite: Knowledge of elementary arithmetic and algebra.
D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1670 Y Measurement Theory and Associated Data Analytic Techniques

A full course required for students in the M.A./Ph.D. program in educational measurement. Topics covered: test theory (including classical test theory, generalizability theory), factor analysis (including exploratory and confirmatory factor analysis, item response theory), and scaling (including dual scaling,

Thurstonian scaling, metric and nonmetric multidimensional scaling).
Prerequisites or corequisites: 1602F (Non-Credit), 1666F,S,H, and 3666F,S,H.
S. Nishisato and R. E. Traub

1680 F Applied Scaling (Pass/Fail)

This course is designed for those who are interested in applying popular scaling techniques to data analysis. Each scaling method is presented with numerical examples and an appropriate computer program. Emphasis on dual scaling and Thurstonian scaling methods that are widely used in handling qualitative data.
S. Nishisato

3602 F Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.
Prerequisite: Permission of the instructor.
G. Hanna

3605 H Advanced Test Theory

A seminar on recent advances in test theory.
Desirable background: 3666F,S,H.
R. E. Traub

3608 F,S,H Advanced Personality Measurement

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.
Prerequisites: 3666F,S,H or equivalent, plus a course in personality theory.
Staff

3610 F,S Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1654S and/or more specialized courses such as 1619F, 1124F,S, or 1133F,S. Courses 3610F,S and 1654S are normally required for the evaluation specialization in MECA.
Prerequisite: Master's-level course such as those listed above, or permission of the instructor.
L. D. McLean and J. Weiss

3621 F Visual Techniques of Educational Data Analysis

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).
D. F. Burrill

3637 S Advanced Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multi-

dimensional scaling, and recent developments in scaling.
Prerequisites: 1602F (Non-Credit) and either 1670Y or 1680F, or permission of the instructor.
S. Nishisato

3651 F,S,H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651F,S,H. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652,F,S,H.

3660 F Practicum in Recent Educational Research

Essentially a continuation of 1660F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.
Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
Staff (offered as required)

3666 F,S,H Intermediate Statistics and Research Design

Analysis of variance for one-way and multiway classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
D. F. Burrill, G. Hanna, L. D. McLean, and staff

3668 S Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis and canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602F (Non-Credit), 1670Y, 3666F,S,H, or permission of the instructors.
S. Nishisato and R. E. Traub

3672 F,S,H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator (inquire at department office at least two months before the beginning of term).
Staff (offered as required)

3673 F,S Advanced Seminar in Evaluation Problems

An advanced seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings. It is intended to draw upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.
Prerequisite: 3610F,S or equivalent.
Note: Practicum 3672F,S,H and Seminar 3673F,S may not both be taken for credit in fulfilling the requirements of the eight

half-courses in the Ed.D. program in Evaluation.
L. D. McLean

3674 H Advanced Seminar in Measurement and Experimental Design
Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Adult Education
1133F,S Introduction to Qualitative Research in Adult Education
1137F,S Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360F,S,H Evaluation of Curriculum and Instruction
1363F,S,H Curriculum Guidelines and Student Evaluation

Higher Education
1828F,S,H Evaluation in Higher Education

James L. Heap, Ph.D. (British Columbia)
Associate Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
Ronald J. Silvers, Ph.D. (Princeton)
Professor
(Postmodernism in art and media; existentialism, phenomenology, and hermeneutics in the human sciences and education; photography as a research and communicative medium)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Associate Professor
(gender and education; teachers and academics; work, cultures, and careers; educational ethnography; feminism and educational policy and practice)

Marjorie Cohen, Ph.D. (York)
Professor
(economics and women's work; Canadian political economy; feminist theory; social change and public policy; economic development and women)

Kari Dehli, Ph.D. (Toronto)
Assistant Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; changes in contemporary families and family policy; new reproductive technologies; a comprehensive non-sexist approach to social inequality)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

Monica Heller, Ph.D. (California at Berkeley)
Associate Professor, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multiculturalism)

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; anti-sexist/racist education; community–state relations; sociology of health and illness)

C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

W. Gordon West, Ph.D. (Northwestern)
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography in education and criminology; comparative adolescence and masculinity; delinquency, juvenile justice, and comparative criminological theory; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern Centre
(applied research; phenomenology of educational change; legislation policy, innovation, and change process analysis; critical pedagogy, education practice, and reform implementation; school and community relations; child abuse prevention; FSL and native education implementation)

ASSOCIATED INSTRUCTORS:

Ann Denis, Ph.D. (London)
Professeure agrégée, Département de sociologie, Université d'Ottawa

Ronald D'Costa, Ph.D. (Louvain)
Professeur agrégé, Département de sociologie, Université d'Ottawa

Ruby Heap, Ph.D. (Montréal)
Professeure adjointe, Département d'histoire, Université d'Ottawa

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. However, M.Ed. and M.A. studies may be pursued on a part-time basis.

The new M.Ed. degree program pertains to students commencing in the 1986 Summer Session and thereafter. (See the "General Requirements for Admission and Degrees" section of this Bulletin.) In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. Applicants who prefer Option III should so indicate on their application for admission and discuss this choice with their faculty advisor as soon as possible after admission.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses in Graduate Studies»).

For the Ed.D. program, courses of study are arranged in consultation with the faculty advisor after admission.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focusing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within the Institute.

Ph.D. candidates are required to take a comprehensive examination at the end of their residence. The comprehensive examinations are scheduled yearly; please consult departmental regulations.

RESEARCH FOCUSES

Currently, faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below. It must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

FOCUS ON POLICY AND PRACTICE IN EDUCATION

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1930, 1939, 1948, 1960, 1973, 3911, 3995, 3996. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

FOCUS ON POLITICAL ECONOMY OF EDUCATION

Relevant courses: 1950 is the core course for this focus, introducing its central concepts; 1904, 1920, 1941, 1953, 1974, 3935, 3940, 3953, 3954, 3995. Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Marjorie Cohen, Kari Dehli, David Livingstone, Roxana Ng, Dorothy Smith, Gordon West.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE AND COGNITION

Relevant courses: 1917, 1928, 1930, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, Postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, and Dorothy Smith.

FOCUS ON FEMINIST STUDIES AND GENDER RELATIONS IN EDUCATION

Relevant courses: 1907, 1917, 1972, 1973, 1974, 3972. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction. Faculty include: Sandra Acker, Marjorie Cohen, Kari Dehli, Margrit Eichler, Roxana Ng, Ruth Pierson, and Dorothy Smith.

FOCUS ON CRITICAL PEDAGOGY AND CULTURAL STUDIES

Relevant courses: 1903, 1909, 1929, 1942, 1953, 1988, 3911, 3927, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: George Burns, Kari Dehli, Monica Heller, David Livingstone, Dieter Misgeld, Roxana Ng, Paul Olson, and Gordon West.

FOCUS ON COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 1988, 3930, 3935, 3940, 3954, 3967. Faculty include: David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by January 15. (This deadline is earlier than in previous years; since potential applicants may be unaware of the change, applications for 1991 will be received up to February 1.) If applicants wish to be considered for an OISE Graduate Assistantship, February 1 is the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs.

Information about off-campus and on-campus courses to be offered in the 1991 Summer Session and the 1991/92 Regular Session will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. Also see "Études en français" in "Interdisciplinary Focuses."

1900 F Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
C. P. Olson, Regular Session (after hours); Staff, Summer Session 1991

1900 F Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
Membre de la faculté à déterminer, session régulière (automne)

1903 F Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session (after hours)

1903 S L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (ne sera pas offert en 1991/92)

1904 F Social Stratification and School Systems

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session (after hours)

1904 S La stratification sociale et le système scolaire

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le

rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone, session régulière (ne sera pas offert en 1991/92)

1907 F Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session

1909 F,S Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
G. E. Burns, Regular Session (off-campus)

1910 S Sociology and the Working Teacher

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
S. Acker, Regular Session (after hours)

1914 S Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey, Regular Session (after hours)

1917 S Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
W. G. West, Regular Session (after hours)

1920 F Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender through Age

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (not offered in 1991/92)

1926 S Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of

typification, classroom order, streaming, and special education will be addressed.
Staff, Regular Session (not offered in 1991/92)

1926 S Déviance de l'étudiant et réaction de l'école

Ce cours étudiera les théories de la déviance sociale et fera un examen systématique de la déviance de l'étudiant relativement au système scolaire, en particulier l'échec en éducation. L'on traitera de questions pratiques de typification, de l'organisation sociale de la salle de classe, de la répartition des élèves par niveau (streaming) et de l'éducation de l'enfance en difficulté.
Membre de la faculté à déterminer, session d'été

1928 F The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S The School and the Community

This course explores the problematic relation between the school and what school personnel consider as "the community" by examining different forces (e.g., changing family composition, the women's movement, immigration, changing sexual and moral standards) that impinge on the school system, and how they have transformed the character of the school.
K. Dehli, Regular Session (after hours)

1929 S L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer, session d'été

1930 F Sociology of Reading Activities

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach that accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (not offered in 1991/92)

1932 S Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (not offered in 1991/92)

1939 F Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' op-

portunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (after hours)

1941 S Comparative Education: Third World Educational Alternatives

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. On the basis of this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
Staff (may be offered in 1991/92)

1942 S Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (soirée); en français 1991/92 et tous les deux ans

1942 F Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours); in English in 1992/93 and alternate years

1948 F Sociology of Race and Ethnic Relations

This seminar reviews selected sociological theories and perspectives on ethnic and race relations. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: 1903F, or permission of the instructor.
R. Ng, Regular Session (not offered in 1991/92)

1950 F Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of

Marxist modes of analysis to the study of educational theory and practice.
M. Cohen, D. W. Livingstone, D. E. Smith, and W. G. West, Regular Session (after hours; offered in 1991/92 and alternate years)

1952 F,S,H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F Ideology, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including interview surveys, oral histories, and conscientization—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (not offered in 1991/92)

1960 F Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, Regular Session (not offered in 1991/92)

1962 S Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (not offered in 1991/92)

1970 S Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours; not offered in 1991/92)

1972 F Education and the Sociology of Women and Gender Relations

This course deals with the social relations of contemporary women and men, in the family, in the workplace, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1972 S L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux roles déterminées par le sexe, les inégalités d'emploi, les études

comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur. Ce cours peut servir de prérequis au 3972S.
Membre de la faculté à déterminer, session d'été

1973 S Women and the Educational System

An examination of the impact of the changing situation of women in society on educational processes and curriculum. Emphasis will be placed on non-violent strategies of change in crucial areas of educational policies and the social construction of curriculum.
S. Acker, Regular Session (after hours)

1974 S Gender and Education: Socioeconomic Issues

This course will examine gender and education as embedded in socioeconomic relations. Issues such as gender and class, the segregated labor force, family, women and the state, and women and development will be discussed in this context.
Staff, Regular Session (after hours)

1976 S Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (after hours)

1981 F Inequality, Affirmative Action, and Educational Systems

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours)

1984 F,S,H Special Topics in Sociological Research in Education

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1987 F Health, Illness, and Knowledge of the Body: Education and the Self-Learning Processes

This course will examine the self-learning processes by which people identify and understand disease and health from within their experiences of conventional and alternative forms of medicine. It centres on laypersons' attempts to understand their illnesses, to rediscover their experience of health, and to arrive at a knowledge of their bodies. The course will emphasize biographical case studies, and will examine the communicative relationship between medical practitioners and patients. It will also look at the place of nutrition and ecology in problems of illness and prospects for health.
R. Ng, Regular Session (daytime)

1988 F Education in Contemporary Theories of Peace and Ecology

Most recognize peace as the major issue of our time, although there is no commonly agreed conception of what is peace. A number of theoretical perspectives have emerged in recent years providing an analysis of how today's social orders work

generating conflict and violence and how peace can be realized at different levels of social reality, from individual to global. The objective of the course is to cover selected theoretical perspectives with a special focus on the educational implications of each, both for making social peace and for living personal peace.
Staff, Regular Session (may be offered in 1991/92)

1990 F Applied Sociological Field Research in Education

This course will provide practical training in a wide range of non-statistical research tools for policy-oriented research in education. The research tools include interviewing skills, the uses of observations and existing data, approaches to program evaluation, questionnaire development, how to organize research projects and write proposals, and strategies for developing effective research relationships with boards and agencies.
W. G. West, Regular Session (after hours)

3903 S Multiracial and Multicultural Education in Comparative Perspective

This seminar course will analyse the theoretical and practical assumptions underlying contemporary policy and practice in multiracial and multicultural education. A variety of theoretical approaches and typologies will be identified and compared. Detailed consideration will be given to the implications of these discussions for current educational policy and practice in Canada.
M. Heller, Regular Session (after hours)

3911 F Planned Educational Change: Intervention Theories and Methodologies

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff (not offered in 1991/92)

3927 S Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session (not offered in 1991/92)

3928 S Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap, Regular Session (after hours)

3930 S Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of

reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session (not offered in 1991/92)

3933 S Postmodern Presentations of Culture

This course examines Postmodern presentations of culture, primarily in the arts, but also in popular media, the sciences, and education. The first half of the course will focus on technical, structural, and intellectual sources of Postmodernism, all of which point to a forming of culture that includes: a loss of the univalent symbol, decentred social life, and the dissolution of categories of progress and the new. The second half of the course will be devoted to applying the language and principles of Postmodernism, interpretively and critically, to presentations within our culture, e.g., within museums, art galleries, films, ethnographic accounts, schools. Student projects are expected to adopt the language and principles of Postmodernism in their commentary and analysis.
R. Silvers, Regular Session (after hours)

3934 F Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours)

3935 S Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
W. G. West, Regular Session (after hours)

3940 F Comparative Societies: Economic Change, the State, and Schooling

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Precapitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session (not offered in 1991/92)

3952 F,S,H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952F,S,H.

3953 S Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's

place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (daytime)

3954 F Educational and Economic Development in Third World Countries from a Marxist Perspective

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
Staff, Regular Session (may be offered in 1991/92)

3960 S Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
W. G. West and staff, Regular Session

3970 S Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
Staff, Regular Session (not offered in 1991/92)

3971 Y Women, Work, and Education: Production and Reproduction

The kind of work women perform and how it is valued by society are shaped by the complex interaction of sexual relations, cultural perceptions, economic conditions, and social action. This course will examine these issues in relation to the ideas about women's education and training and how these have been implemented over time. We will focus on three main themes as they relate to women's education: the relationship between domestic labor and other forms of labor; the nature of women's labor force participation and the theories that attempt to explain discrimination; and the effect of public policy and political movements on the conditions of female labor. The readings will be drawn from historical and contemporary literature with specific emphasis on conditions in Canada.
M. Cohen, Regular Session (daytime)

3972 S Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course will begin with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It will then examine concrete samples of work using a feminist approach, and the research problems associated with such an approach. It will end with a discussion of implications for feminist pedagogies of feminist theory.
Prerequisite: 1972F, 1973S, or permission of the instructor.
R. Ng, Regular Session (after hours)

3973 S Current Issues in Canadian Economic Development: Implications for Education

Examines the social problems that arise in an advanced industrial economy as a result of changes in the global economy.. Examines features such as the structural weaknesses of the Canadian economy; the problems of accommodating capital mobility; the tension between market and non-market issues; the impact of technological change; the rise of the service economy; the distribution of wealth and income; and the relationship between economic goals, public policy, and social needs. These issues are examined in terms of labor requirements and the implications for education and training. A particular focus is gender relations and economic issues.
M. Cohen, Regular Session (after hours)

3980 S Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith, Regular Session (not offered in 1991/92)

3984 F,S,H Special Topics in Advanced Sociological Research in Education

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F Applied Sociology of State Formation and Educational Policy

Theoretical and empirical studies that situate comparatively the policy-making context of schooling systems and the educational features of state formation with a specific orientation to historical sociological and feminist methodologies; and locate state formation within a wider context of social change.
K. Dehli, Regular Session (daytime)

3996 S Practicum in Sociology in Education

This course is designed to assist students in the development of thesis research. Among the basic issues to be examined are defining a research problem, developing an overall research plan, gathering and interpreting different kinds of data, and presenting results in an effective way. The central emphasis in the course will be to provide students with practical skills so that they may effectively pursue their own research interests.
E. B. Harvey, Regular Session (not offered in 1991/92)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education
1139F,S Introduction to Comparative, International, and Development Education

Curriculum
1304F,S,H Curriculum Specialization

Higher Education
3806S Case Studies in Comparative Higher Education

History and Philosophy of Education
1418F,S,H The Role of Education in Theories of Women's Emancipation: I
1436F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness
3418F,S,H The Role of Education in Theories of Women's Emancipation: II
3447F,S,H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of January 1, 1991)

Abbey, David S., Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L.,* Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Astington, Janet W., Applied Psychology
Beatty, David J. F.,* Adult Education
Beck, Clive M., History and Philosophy of Education
Bereiter, Carl, Applied Psychology
Bernhardt, Elizabeth,* Curriculum
Biemiller, Andrew J., Applied Psychology
Bogdan, Deanne, History and Philosophy of Education
Booth, David, Curriculum
Boyd, Dwight R., History and Philosophy of Education
Brehaut, Willard, History and Philosophy of Education
Brillinger, Margaret F.,* Adult Education
Brown, Alan F., Educational Administration
Brundage, Donald H., Adult Education
Burnaby, Barbara J., Adult Education
Burns, George E., Sociology in Education
Burrill, Donald F., Measurement, Evaluation, and Computer Applications
Byrne, Niall P.,* Higher Education
Caplan, Paula J., Applied Psychology
Carroll, Susanne, Curriculum
Cassie, J. R. Bruce, Applied Psychology
Cazabon, Benoit,* Curriculum
Chan, Pauline C. P., Higher Education
Churchill, Stacy, Measurement, Evaluation, and Computer Applications
Cleave-Hogg, Doreen,* Higher Education
Cohen, Marjorie, Sociology in Education
Cohen, Rina S., Measurement, Evaluation, and Computer Applications
Cohen, Robert,* Higher Education
Cole, Ardra, Applied Psychology
Cole, Ester,* Applied Psychology
Connelly, F. Michael, Curriculum
Couchman, Robert,* Adult Education
Courtney, Richard, Curriculum
Cousins, J. Bradley, Educational Administration
Cummins, James P., Curriculum
Danesi, Marcel, Curriculum
Darroch-Lozowski, Vivian, Applied Psychology
Davidson, Iain, Instruction and Special Education
Davie, Lynn E., Adult Education
Davis, John E., Educational Administration
D'Costa, Ronald,* Sociology in Education
Dehli, Kari, Sociology in Education
Del Grande, John,* Curriculum
Denis, Ann,* Sociology in Education
Draper, James A., Adult Education
Eagle, Morris N., Applied Psychology
Eichler, Margrit, Sociology in Education
Eisenberg, John A., History and Philosophy of Education
Ellis, M. Dormer, Adult Education
Evans, Peter J., Measurement, Evaluation, and Computer Applications
Farrell, Joseph P., Adult Education
Frenette, Normand J., Curriculum
Fullan, Michael, Sociology in Education
Galloway, Priscilla,* Curriculum
Gamlin, Peter, Applied Psychology
Garber, Malcolm, Instruction and Special Education
Geis, George L., Higher Education
Geicer, Esther,* Applied Psychology
Gérin-Lajoie, Diane, Curriculum
Geva, Esther, Instruction and Special Education
Goldstein, Harvey,* Measurement, Evaluation, and Computer Applications
Greenfield, Thomas B.,† Educational Administration
Griffin, Virginia R., Adult Education
Guttman, Mary Alice, Applied Psychology
Hall, Budd L.,* Adult Education

Hanna, Gila, Measurement, Evaluation, and Computer Applications
Hannay, Lynne, Curriculum
Hargreaves, Andrew, Educational Administration
Harley, Birgit, Curriculum
Harvey, Edward B., Sociology in Education
Hayhoe, Ruth E. S., Higher Education
Heap, James L., Sociology in Education
Heap, Ruby,* Sociology in Education
Heller, Monica, Sociology in Education
Henderson, Kent, Applied Psychology
Hickcox, Edward S., Educational Administration
Hildyard, Angela, Higher Education
Hodson, Derek, Curriculum
Holland, John W., Higher Education
Holmes, Mark, Educational Administration
House, John H.,† Educational Administration
Humphreys, Edward H., Educational Administration
Humphries, Thomas W.,* Instruction and Special Education
Hunt, David, Applied Psychology
Ironside, Diana J., Adult Education
Josefowitz, Nina,* Applied Psychology
Kaprielian, Isabel,* Curriculum
Keating, Daniel, Instruction and Special Education
Kershner, John R., Instruction and Special Education
Khan, Sar B., Measurement, Evaluation, and Computer Applications
Kilbourn, Brent S., Curriculum
Konstantareas, Mary,* Instruction and Special Education
Laiken, Marilyn,* Adult Education
Lang, Daniel W.,* Higher Education
Lapkin, Sharon, Curriculum
Lawton, Stephen B., Educational Administration
Leithwood, Kenneth A., Educational Administration
Lenskyj, Helen,* Adult Education
Levin, Malcolm A., History and Philosophy of Education
Levine, David, History and Philosophy of Education
Lewis, Marc, Applied Psychology
Lindsay, Peter, Instruction and Special Education
Livingstone, David W., Sociology in Education
Logan, Robert K., Measurement, Evaluation, and Computer Applications
MacIntyre, Robert B., Applied Psychology
Mayer, Hanna,* Adult Education
McLean, Leslie D., Measurement, Evaluation, and Computer Applications
McLean, Robert S., Measurement, Evaluation, and Computer Applications
McLean, Ruth W.,* Adult Education
Miezitis, Solveiga, Applied Psychology
Miles, Angela R., Adult Education
Miller, Jack, Curriculum
Misgeld, Dieter, History and Philosophy of Education
Morris, Mary,* Applied Psychology
Mougeon, Raymond,* Curriculum
Musella, Donald F., Educational Administration
Musselman, Carol R., Instruction and Special Education
Nagy, G. Philip, Measurement, Evaluation, and Computer Applications
Ng, Roxana, Sociology in Education
Nishisato, Shizuhiko, Measurement, Evaluation, and Computer Applications
Oatley, Keith, Applied Psychology
Olivier, William P., Measurement, Evaluation, and Computer Applications
Olsen, E. Christopher, History and Philosophy of Education
Olson, C. Paul, Sociology in Education
Olson, David R., Applied Psychology
Padro, Susan, Educational Administration
Palef, Sandra R., Applied Psychology
Pascal, Charles E., Higher Education
Pass, Larry E., Applied Psychology
Philipp, Rudolph L.,* Applied Psychology
Pierson, Ruth Roach, History and Philosophy of Education
Piran, Niva, Applied Psychology
Pitman, Walter G., Adult Education

Prentice, Alison, History and Philosophy of Education
Quarter, Jack, Applied Psychology
Quazi, Saeed,* Higher Education
Ragsdale, Ronald G., Measurement, Evaluation, and Computer Applications
Rainsberry, Frederick B.,† Curriculum
Regan, Ellen M., Applied Psychology
Rideout, E. Brock,† Educational Administration
Robinson, Floyd G., Curriculum
Rockhill, Kathleen, Adult Education
Ross, John A., Curriculum
Rothman, Arthur I.,* Higher Education
Russell, H. Howard, Curriculum
Rutledge, Donald,* Curriculum
Scardamalia, Marlene, Measurement, Evaluation, and Computer Applications
Schneider, Margaret S., Applied Psychology
Scott, Graham F.,* Measurement, Evaluation, and Computer Applications
Seller, Wayne, Curriculum
Shafrir, Uri,* Instruction and Special Education
Shapiro, Bernard J.,* Higher Education
Shiner, Sandra,* Curriculum
Siegel, Linda, Instruction and Special Education
Silverman, Harry, Instruction and Special Education
Silvers, Ronald J., Sociology in Education
Simon, Roger I., Curriculum
Skinner, Harvey A.,* Measurement, Evaluation, and Computer Applications
Skolnik, Michael L., Higher Education
Smith, Dorothy E., Sociology in Education
Smyth, Elizabeth M.,* Curriculum
Stermac, Lana,* Applied Psychology
Sullivan, Edmund V., Applied Psychology
Swain, Merrill K., Curriculum
Thiessen, Dennis, Curriculum
Thomas, Alan M., Adult Education
Tiberius, Richard G.,* Higher Education
Tough, Allen M., Adult Education
Townsend, Richard G., Educational Administration
Tracz, George S., Measurement, Evaluation, and Computer Applications
Traub, Ross E., Measurement, Evaluation, and Computer Applications
Troper, Harold M., History and Philosophy of Education
Vigoda, Debby,* Adult Education
Wahlstrom, Merlin W., Curriculum
Watson, Cicely, Higher Education
Weininger, Otto, Applied Psychology
Weiser, John C., Applied Psychology
Weiss, Joel, Curriculum
Wells, C. Gordon, Curriculum
West, W. Gordon, Sociology in Education
Wiener, Judith, Instruction and Special Education
Wilkinson, Joyce A., Curriculum
Williams, John,* Applied Psychology
Willows, Dale M., Instruction and Special Education
Wilson, Anne Jordan, Instruction and Special Education
Wilson, David N., Adult Education
Winchester, Ian, Higher Education
Wine, Jeri D., Applied Psychology
Wolfe, Richard G.,* Measurement, Evaluation, and Computer Applications
Wolfgang, Aaron, Applied Psychology
Woodill, Gary,* Instruction and Special Education
Zuker, Marvin A.,* Educational Administration

* Associates
† Professors emeriti

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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6

Telephone: (416)923-6641
FAX: (416) 323-9964 Graduate Studies
BITNET: GRADSTUDY@UTOROISE
Telex: 06217720
FAX: (416) 926-4725

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252 Bloor Street West,
Toronto, Ontario, Canada M5S 1V6

Students should bring this Bulletin when they register.
No assurance can be given that additional copies
will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, and dates are expected to be as announced, but the Institute reserves the right to make necessary changes. At time of publication, the University of Toronto 1992/93 fees schedule has not yet been established; the amounts quoted in the fees section of this Bulletin are from the 1991/92 schedule, and are expected to increase in 1992/93.

2. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1992, for the 1992/93 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

5. Veuillez noter que l'Institut n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement deux programmes d'études en français. Prière de consulter la page 52 pour plus de renseignements sur ces programmes.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and Protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone: 416-923-6641).

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ACADEMIC CALENDAR

1992

JANUARY 6
Lectures for the second term of the Regular Session begin

JANUARY 11
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1992 Summer Session or the 1992/93 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made. (The Office of Graduate Studies will accept applications up to February 1 for the 1992/93 Regular Session, since many applicants may not be aware of the advance of the deadline this year)

JANUARY 20
Grade submission date for 1991/92 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1992 Summer Session courses to be changed to a regular grade or a failure

JANUARY 24*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 24*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 24
Final date for registration for students beginning programs in second term

JANUARY 24
Final date for adding second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 1
Final date for receipt of applications for a 1992/93 Regular Session Graduate Assistantship (for full-time study only)

FEBRUARY 28
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 16–20
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 10
Last day of lectures, Regular Session

APRIL 10
Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this date, maximum enrolment may be reached in some courses well before it

APRIL 16*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 17
Good Friday (offices closed)

APRIL 20
Easter Monday (offices closed)

APRIL 24†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 18
Victoria Day (offices closed)

MAY 20
Grade submission date for 1991/92 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20
Final deadline for SDF designation for 1991/92 first term courses to be changed to a regular grade or a failure

JUNE
Spring Convocation (to be announced)

JUNE 29
First day of lectures, Summer Session

JUNE 29–30
Summer Session registration

JULY 1
Canada Day (offices closed, classes rescheduled)

JULY 15
Deadline for course changes in Summer Session

AUGUST 3
Civic Holiday (offices closed, classes rescheduled)

AUGUST 6
Last day of lectures, Summer Session

SEPTEMBER 7
Labour Day (offices closed)

SEPTEMBER 8–10
Regular Session registration (full-time students only) 10:30 a.m.–12 noon and 2:30 p.m.–4 p.m. Also 10:30 a.m.–12 noon and 2 p.m.–3 p.m. between September 14 and 17

SEPTEMBER 14
Lectures begin

SEPTEMBER 14–17
Regular Session registration (part-time students only) 3:30 p.m.–5:30 p.m.

SEPTEMBER 18
After this date a late registration fee will be assessed

SEPTEMBER 25*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 30
Grade submission date for 1992 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 30
Final deadline for SDF designation for 1991/92 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 2
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 9†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 9
Final date for adding first term and full year courses

OCTOBER 9
Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn

OCTOBER 12
Thanksgiving Day (offices closed, classes rescheduled)

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 6
Final date for withdrawing from first term courses without academic penalty

DECEMBER 11
Last day of lectures of first term courses

1993

JANUARY 4
Lectures for the second term of the Regular Session begin

JANUARY 8
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1993 Summer Session or the 1993/94 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 15
Final date for receipt of applications for a 1993/94 Regular Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1992/93 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1992 Summer Session courses to be changed to a regular grade or a failure

JANUARY 22*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 22*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 22
Final date for registration for students beginning programs in second term

JANUARY 22
Final date for adding second term courses

JANUARY 29†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 26
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 15–19
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 8
Last day of lectures, Regular Session

APRIL 9
Good Friday (offices closed)

APRIL 12
Easter Monday (offices closed)

APRIL 13
Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session. While pre-enrolment forms will be received after this date, maximum enrolment may be reached in some courses well before it

APRIL 23*
Final date for submitting appropriate documentation for M.A. and M.Ed.

degrees to be awarded at Spring Convocation

APRIL 30†

Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20

Grade submission date for 1992/93 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20

Final deadline for SDF designation for 1992/93 first term courses to be changed to a regular grade or a failure

MAY 24

Victoria Day (offices closed)

JUNE

Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. As an independent institution funded directly by the provincial government, OISE has a unique Board of Governors appointed by the Minister of Education and comprising representatives of a broad range of constituencies.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

As a graduate school of education affiliated with the University of Toronto, Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province. With over $5 million in externally funded projects annually, OISE is also a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs through nine academic departments. Most courses are offered on campus, but some (about 25–30 per year) are offered through OISE's Field Centres or distance education modes of delivery. Collaborative programs with the University's Faculty of Education (FEUT) are being developed under the auspices of the Joint Centre for Teacher Development, which was created under a new ten-year affiliation agreement between OISE and the University of Toronto in 1989. This affiliation agreement also created a Joint Committee on Education to advise both institutions on matters of graduate program policy in education. Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through seven Internal Centres. Field development activities are also carried out through eight Field Centres located across the province. In addition to its faculty complement of about 145, OISE has a large professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive specialized research collection in education in Canada. In addition, special resource collections are located in the

Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the University's libraries, including the Robarts Library, which houses one of the largest humanities and social sciences research collections in North America.

In addition to formal programs of study, the Institute offers each year a considerable number of seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested students to participate in these in various capacities.

OISE currently has an enrolment of nearly 1450 master's and over 800 doctoral students at various stages in their programs. Over 750 are engaged in full-time study; about fifteen per cent of these are international students. OISE's students come from a wide variety of backgrounds in public and private education at the elementary, secondary, and postsecondary levels of the system; many also come from the health and social services professions and from non-governmental organizations. Seventy per cent of our students are women. OISE graduates hold faculty and administrative positions in universities and other educational organizations across Canada and throughout the world.

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APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements for admission are to be found in the section entitled "General Requirements for Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to all departments should carefully review the specializations within departments and clearly indicate on form B#3 of the application materials which specialization they wish to pursue.

2. Application forms should be submitted with attachments (b), (e), and (f) listed below and arrangements should be made for submission of the remaining documentation:
(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);
(b) $50 application fee (Canadian funds—not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applications will not be processed without this fee. (Under unusual circumstances, U.S. funds drawn on a U.S. bank may be submitted.) Applicants previously registered in the School of Graduate Studies are not required to pay the application fee;
(c) where applicable, three copies of

documents (not returnable) attesting to teacher education, teacher certification, and experience;
(d) at least two letters of reference (not returnable) to support the application (see departmental sections): use forms entitled Letter to Support Application for Admission enclosed with the application forms;
(e) a résumé (not returnable), in duplicate, indicating in specific terms study interests, previous career, and future goals. (Applicants to the Department of Curriculum must submit a *statement of purpose*; see Department of Curriculum section of this Bulletin.)
(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement must be satisfied and the documents submitted at the time of application. The application will not otherwise be considered. One of the following tests must be taken:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
P.O. Box 6151
Princeton, New Jersey 08541-6151, U.S.A.

(It is compulsory for applicants completing the TOEFL to also complete the TWE [test of written English].)
or

Michigan English Language Assessment Battery (MELAB)
English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48109, U.S.A.

or

University of Cambridge Local Examinations Syndicate
International English Language Testing System (IELTS)
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office.)

or (if already residing in Canada)

Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 2V8

The passing score required is at least 550 on the TOEFL and 5 on the TWE, 92 on the MELAB, 7.0 on the IELTS, or 5 on the COPE test.

Alternatively, if an applicant has previously completed a program of studies at a university where the language of instruction and examination has been uniformly English, success in that program, or a statement by one of the applicant's university professors, may be accepted as evidence of the applicant's facility in English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 43). Deadline for submission of the Graduate Assistantship application form is February 1.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1992/93 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.
Many students accepted to a program may wish, or be expected, to commence in the 1992 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Grad-

uate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

SPECIAL STUDENTS

Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

See the section "General Requirements for Admission and Degrees" in this Bulletin for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

University of Toronto degree students (including OISE degree students) have priority in enrolment in courses at OISE.

GENERAL INFORMATION

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1992 Summer Session and the 1992/93 Regular Session will be mailed during the week of *March 1* and must be returned before *April 13*. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Regular Session.

Please note:* The later the receipt of the pre-enrolment forms, the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.

DEFINITION OF FULL-TIME ATTENDANCE

Full-time students must limit their total employment to an average of ten hours a week per term and must be geographically able to visit the campus regularly. A student may be in full-time attendance, by personal choice, without being in required residence. Required residence, on the other hand, implies full-time attendance (see Definition of Residence, page 15).

DEFINITION OF PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1992/93 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term.

Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-

enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1 to April 13* has been established as a period for pre-enrolment for the Summer Session.

January 15 is the deadline for new applicants who plan to begin their program in either summer, fall, or spring. While applications will be received after this date, no guarantee of admission can be made.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton, Cochrane, Dryden, Sault Ste. Marie).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site.

Students living in Northern Ontario—i.e., north of Parry Sound—will be expected to use their nearest Contact North/Contact Nord site for actual classes in audio conferencing seminar modes. Students living in Southern Ontario and beyond an 80 km radius of Toronto will be given a designated site once student locations are known. In between the face-to-face workshops, students work in local sites and communicate with their peers in other sites and the instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. Students in different geographic areas are linked via an audio-conference bridge for small- and large-group interactions. OISE and CN/CN supply expertise and audio equipment. However, for classes needing computers students must supply their own computer and modem or have regular access to one.

Off-campus students are urged to pre-enrol in courses one month prior to the date of the first class, as there is a risk that a course may be cancelled if there is no evidence of adequate enrolment.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections of this Bulletin.

ON-CAMPUS REQUIREMENTS

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined in the "Application for Admission" section. Applications for new students should be submitted by January 15.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

REGISTRATION

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance as specified in the requirements for the particular degree, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section of this Bulletin for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

PARENTAL LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. A parent may request up to three terms of leave to be taken within twelve months. However, if both parents are OISE graduate students, the total number of terms cannot exceed four. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH OR PERSONAL REASONS

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted. While on leave, students will not be registered, nor will they be required to pay fees. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically within the department). If the appellant is not satisfied, a formal appeal can be made to the appropriate department or unit. If the appellant is still not satisfied, a formal appeal can be made to the Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Registrar, Office of Graduate Studies, OISE, no later than six months after the ruling in question. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies within six months of the decision being appealed and having been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Registrar, Office of Graduate Studies, OISE, or from a department chairperson. See also the School of Graduate Studies Calendar 1991/92. At any stage, students have the right to appeal to the Office of the Ombudsperson at the University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). At the time of printing of this Bulletin, the charge for a transcript is $6.00, plus $3.00 for each additional copy ordered at the same time. (These charges are subject to change.) At least two weeks should be allowed for processing.

Transcripts cannot be issued for students whose fees are in arrears.

Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by helping with the development of off-campus courses, and to research and development through local research projects.

The activities of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff, generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern/Northeastern Centre
École Publique Jeanne-Sauvé
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442
FAX: 705-671-1582
(Curriculum, Sociology in Education)

The Midnorthern and Northeastern Centres are currently combined as one unit with one Head. Problems in policy and practice are approached from an interdisciplinary perspective that includes sociological and psychological analysis, and the use of formal curriculum design, policy development, and implementation procedures. Current areas of interest are: French Immersion; minority concerns; child abuse; inter-agency collaboration; professional growth; and innovative teaching for complex knowledge and skill objectives. Where demand exists, Centre staff teach off-campus courses in their areas of specialization.

With the appointment of a senior Francophone academic staff member in September 1987, the Centre has been offering services to French-speaking educators in Northern Ontario under the name Centre de recherches en éducation du Nouvel-Ontario (see below).

Centre de recherches en
éducation du Nouvel-Ontario
(CRENO)
École Publique Jeanne-Sauvé
296 rue Van Horne, Bureau 118
Sudbury, Ontario P3B 1H9
Téléphone: 705-674-5740
Télécopieur: 705-671-1582

(Curriculum et Sociologie en éducation)
Le CRENO dispense ses services aux éducateurs et éducatrices de langue français du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, une approche communicative dans le domaine de la mise en oeuvre, l'évaluation du travail des enseignantes et enseignants de même que celle du rendement des élèves, la recherche relative à l'hétérogénéité linguistique et à l'identité culturelle dans les écoles ontariennes. Les secteurs de la formation et du développement professionnel, du leadership et de la planification stratégique en éducation figurent parmi les activités prioritaires du Centre. Un centre de documentation et un bulletin d'information en recherches font aussi partie des services offerts aux enseignants et enseignantes de la région.

Midwestern Centre
Margaret Avenue School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
FAX: 519-579-8370

The work of the Midwestern Centre broadly focuses on facilitating the development of educational practitioners. The interrelationship between curricular processes (curriculum review, development, implementation), curricular change, and staff development is one dimension of the Centre focus. A second focus is on the socialization and development of school leaders.

Centre faculty are involved in teaching courses in both Kitchener and Toronto in curriculum processes, action research, professional development, and educational administration.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
FAX: 416-687-9447

(Curriculum, Educational Administration)
The Niagara Centre's work is primarily in four areas: the holistic curriculum, staff development, CRDI (curriculum review, development, and implementation), and guidance and counselling. The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
FAX: 807-475-8149

(No course offerings at this time)
The Northwestern Centre focuses its work on the general areas of the curriculum cycle (review, development, implementation, evaluation), program development, and professional development. Currently, the identification and enhancement of skills required by principals, department heads, and others in their roles as curriculum and program leaders is central. Coaching as an implementation and professional development strategy is a focus for much of this work. In program development, Centre staff assist schools and school boards in developing appropriate programs for regular and exceptional students—especially intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two areas of particular interest. In addition, Centre staff are actively involved in research in gender and the history of education in Ontario.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
FAX: 613-228-7074

(No course offerings at this time)
The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. A major activity of the Centre has been and remains development of strategies and resources for student assessment, for example through OAIP, alternative assessment strategies in English, and advice on policy and practices in large-scale assessment for school systems both within the region and outside. The Centre offers services to French-speaking educators in the region.

The Centre actively cooperates with the Regional Office of the Ministry of Education in curriculum development and implementation and regional task forces. Project initiatives currently include study of stages of writing development, program reviews with attention to FSL delivery, and strategies for evaluating and reporting at elementary grades.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
FAX: 705-743-0341

(Curriculum, Educational Administration)
The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' complex intellectual skills, professional development programs for teachers, consultants, and principals, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function—to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit, Resources for Feminist Research/Documentation sur la recherche féministe*) or in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: (a) the internal review of project proposals; (b) negotiation of contracts and grants, and administration of externally funded projects; (c) provision of information services, consultation related to external funding, and assistance with project development; and (d) administrative responsibility for the six internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Sharon Lapkin
10th floor, OISE (Curriculum)

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy, with dissemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

Comparative, International, and Development Education Centre

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had significant international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

Centre for Franco-Ontarian Studies

Head: Monica Heller
6th floor, OISE (Curriculum, Sociology in Education)

The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social difference, cooperative learning, assessment, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin *(info créfo)*, and houses a resource centre.

Centre de recherches en éducation franco-ontarienne

Directrice : Monica Heller
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pedagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, l'évaluation, les relations école/communauté et les questions ayant trait aux politiques. De plus, le CREFO, avec son centre de documentation, offre des services aux écoles et aux conseils scolaires et publie un bulletin d'information, *info créfo*.

Centre for Applied Cognitive Science

Head: Marlene Scardamalia
9th floor, OISE (Applied Psychology, Curriculum, Instruction and Special Education, MECA)

Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces a monthly newsletter for researchers and practising educators. There is an interdepartmental program in graduate studies available in Applied Cognitive Science (see section "Interdepartmental Specializations").

Centre for Women's Studies in Education

Head: Jeri Wine
Coordinator: Paula Bourne, 11th floor, OISE

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; and Documentary History of Canadian Women's Issues, 1967 to the Present. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter and Communiqué provide information about activities of interest within and outside the Institute. A complete listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see Women's Studies/ Feminist Studies in the "Interdepartmental Specializations" section in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Upon receipt of acceptance to an OISE department, students are encouraged to write to the Centre Coordinator, indicating their departmental affiliation and outlining their relevant research interests and work, volunteer, and activist experiences.

STUDENT SERVICES AND FACILITIES

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 726 000 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials and some 3696 serial titles. There are complete microfiche holdings of the ERIC and ONTERIS document series.

Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new online information services on CD-ROM products. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the CR materials.

The Audiovisual Library has a varied and extensive collection of films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked for preview as well as for class use.

Circulation and the Library's Catalogue, ELOISE, are now automated. They are accessible to anyone outside the Institute who has a microcomputer/terminal and a modem. Some holdings do not appear in either the main card or online catalogues. For example, the collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library's catalogue, ELOISE, is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has access to FELIX, the University of Toronto Library's online public access catalogue, and to a microfiche catalogue of most of the holdings of the University of Toronto Library system.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

OISE is committed to making its facilities accessible to students with disabilities. A Special Services Office has been established and is staffed by a half-time Coordinator who is available to assist those with special needs in making applications to OISE. The Coordinator also arranges with faculty for the types of accommodations that students need in their classes and in their programs. Advocacy and counselling are available through the office. Some of the services offered include arranging for accessible classroom locations, arranging for special academic needs, providing assistive computer technology, arranging for note-takers and interpreters, and organizing referrals for other needs.

The office is located in room 12-211. The phone number is 926-4727, and the TDD number is 924-4881. The Coordinator can be contacted by phone or TDD, or by letter to: Special Services Office, Room 12-211, OISE.

COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work. The most important applications of the academic computing resources are:
—Academic word processing for reports, papers, theses, etc., and publication production, graphics, and design;
—Academic communication within the Institute and around the province and the world;
—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;
—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked to the NETNORTH network of Canadian university computer centres and to BITNET and INTERNET, which have nodes around the world. The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer, OISE 1, running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), for storage of large documents in progress, such as books and theses, and for access to text formatting programs (SCRIBE) and high-speed laser printers. The statistical programming and text formatting are actually carried out on associated VAX-2000 computers. Connected to the VAXes is a growing network of ETHERNET-linked SUN, Apple Macintosh, and IBM workstations used for research.

More than 300 terminals and microcomputers (mostly IBM clones and Apple Macintoshes) are located around the Institute—in each department and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for independent data, graphics, and text processing and for communication via the central computing facility. All connected terminals and microcomputers can also access ELOISE, the OISE Library computer.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in several laboratories located in academic departments and centres, notably the Department of Measurement, Evaluation, and Computer Applications (MECA) and the Centre for Applied Cognitive Science. Short non-credit courses in the elements of computing, online communication, programming, text editing and text formatting, and microcomputers are offered.

OISE PRESS

OISE Press is a major Canadian publisher of educational books and kits. Within the Institute, it provides production, editing, design, and typesetting services on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (telephone: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part- time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing doctoral degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

ACCOMMODATION AND COST OF LIVING

Toronto offers an assortment of student accommodation, ranging from campus residences to off-campus apartments. Where you live will depend on availability, your preference, and, of course, your budget. The following figures roughly represent the costs for a single student living in Toronto for twelve months in 1991/92, excluding housing and tuition:
Clothing—$650
Food—$3700
Books—$750
Miscellaneous—$2500

The Housing Service in the Koffler Student Services Centre (978-8045) maintains listings of available rooms and apartments advertised by the city's landlords and by students seeking others to join them; the office also serves as a year-round source of up-to-date residence information.

RESIDENCES

The following residences are all on or adjacent to the university campus. Applications should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

Family Housing
30 & 35 Charles Street West
(Ms. Ellen Giles
University Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5S 1A1
Telephone: 978-8049)

Unfurnished apartments for full-time students. Preference is given to those with children and to student couples. Applications should be obtained from University Housing Service and submitted at least one year in advance of desired occupancy date.

St. George Graduate Student
Residence (Warden)
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Single accommodation for approximately 275 male and female graduate/post-baccalaureate students. Facilities in between those of a conventional residence and an apartment building.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

For male and female graduate students. Applications must be made by May 1. Meals are included.

Campus Co-operative Residence
Inc.
395 Huron Street
Toronto, Ontario M5S 2G5
Telephone: 979-2161

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (graduate and undergraduate) in 29 houses near the university.

Tartu College
310 Bloor Street West
Toronto, Ontario M5S 1W4
Telephone: 925-9405

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Centre for Christian Studies
77 Charles Street West
Toronto, Ontario M5S 1K5
Telephone: 923-1168

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Ewart College
156 St. George Street
Toronto, Ontario M5S 2G1
Telephone: 979-2501

Single accommodation for male and female graduate and undergraduate full-time students. Air-conditioned; meals are provided.

Single accommodation costs $4400–$5500 for twelve months, depending on whether meals are provided.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the winter session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability. Rooms off-campus generally cost $300–$375 a month. Private apartments usually cost $600–$750 or $800–$1000 a month for one- or two-bedroom units respectively.

HARASSMENT PREVENTION POLICY

Harassment is contrary to the Ontario Human Rights Code and is unacceptable at OISE. The Code defines harassment as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome." These words or actions disparage or humiliate a person in relation to one of the grounds prohibited by the Code.

The OISE harassment prevention policy prohibits sexual harassment and harassment in relation to race, disability, or sexual orientation. Any member of the OISE community who wishes to lodge a complaint should meet with the Harassment Prevention Advisor. All submittted information will be kept confidential.

HEALTH SERVICES

Clinical, psychiatric, and sports injury services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (978-8030), the Psychiatric Division (978-8070), and the David L. MacIntosh Sport Medicine Clinic in the Warren Stevens Building (978-3086).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. During the academic term the MacIntosh Clinic is open from 2:00 to 7:00 p.m. on Monday, Tuesday, and Wednesday; 10:00 a.m. to 12:00 noon and 2:30 to 7:00 p.m. on Thursday; and 1:30 to 5:00 p.m. on Friday. Medical advice is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call.

Students from outside Canada are advised to go to the nearest Ontario Health Insurance Plan (OHIP) office as soon as they arrive in the province to apply for health insurance coverage. The applicant should bring a copy of his/her student authorization. Out-of-province students, if they are not covered by their own provincial plan, should also register with OHIP as soon as possible. Uninsured persons are responsible for the cost of medical care.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides child care for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto. All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below).

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. As well, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the academic standing and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.
Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.
(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
(c) At least one year of relevant successful professional experience.
(d) See "Application for Admission" section of this Bulletin for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The general requirements for the M.Ed. degree are as follows:
(a) Three different options are available to students wishing to obtain an

M.Ed. degree, although not all three are available in each department.

Option I. Coursework only option—ten half-courses plus a comprehensive examination/requirement;

Option II. Research Project option—eight half-courses plus a research project or a major research paper;

Option III. Thesis option—six half-courses plus a thesis.

Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling (2) within Applied Psychology). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed graduate degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Candidates must complete an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must return the card to the Office of Graduate Studies by the date shown:

Summer Session completion—July 15

Regular Session Fall completion—October 15

Regular Session Spring completion—February 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 20.

(g) A candidate who has completed all the course components for the degree but has not completed the other requirements must register and pay the required post-program fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the Department of Measurement, Evaluation, and Computer Applications (MECA) and the Department of Instruction and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—April 1 of the year following completion of their required residence or a year of full-time "in program" study; or

—upon the completion of two-thirds of their M.A. coursework for those who have undertaken their program on a part-time basis.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

(g) Candidates who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

(h) Candidates who complete their courses and thesis at the same time should alert the Office of Graduate Studies, OISE, early in their final term to facilitate early grades, so that the deadline for recommendation for conferral of the degree at the next convocation can be met.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with high standing, in the field of specialization proposed at the doctoral level. (Further documentation may be required to establish equivalence.)

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study.

While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) Normally, a minimum of two consecutive terms of full-time study (not including the Summer Session): that is, a fall term followed by the spring term, or a spring term followed by the next fall term.

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time courseload would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology 2), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA), for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

—History and Philosophy of Education, for those who commenced the Ed.D. program after July 1, 1992.

Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections of this Bulletin.

The Ph.D. requires two years of full-time study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with high standing, for admission to the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 41.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities in the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for Theses, QRP's and Orals*.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for a maximum of one year.

Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

(c) One minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments.

(d) Comprehensive examinations. Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 4. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis commitee by April 1 of their final year of required residence. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses, QRP's and Orals* regarding thesis and ethical review procedures.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect their successful acquisition.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,
(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been conditionally accepted by the OISE department,
(c) for credit toward outside professional certificates,
(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to:

Fees Department
University of Toronto
215 Huron Street
Toronto, Ontario M5S 1A1

Payment may also be made at any branch of the banks specified on the fees invoice.

Fees are subject to change by the Governing Council of the University of Toronto.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time.

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation.

If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1992/93 is not available. Therefore, what follows is the outline of the current program fees for planning purposes. It must be anticipated, however, that fees will increase. The 1992/93 Schedule of Fees will be published in May 1992.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of a one-year full-time fee (i.e., the "1 year program fee"). In the 1991/92 academic year this fee was $2220 for Canadian citizens and permanent residents (Foreign Students, $10 198). The calculation of fees applicable to each program is as shown below.

In addition, students who have paid the required program fee and completed residence (where applicable) but have not completed other requirements for the degree must register annually and pay a fee known as the "post-program fee" (see page 41).

M.Ed. Degree Candidates

The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the full-time fee) including the preceding summer. Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

Ed.D. Degree Candidates
Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken.

M.A. Degree Candidates
The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee.

Ph.D. Degree Candidates
The minimum program fee is equivalent to a 1 year program fee for each year of required residence.

Special Students
Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1991/92 academic year the fee for a half-course was $333 (Foreign Students, $1529.75).

POST-PROGRAM (RE-REGISTRATION) FEE
M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year. If they do not, the degree candidacy may lapse. In the 1991/92 academic year, the post-program fee was $888 (Foreign Students, $4079) plus applicable incidental fees.

Full-time M.Ed. and M.A. candidates in programs not requiring residence who have completed their program period, and part-time M.Ed. and M.A. candidates who have completed the coursework designated for their program but have not completed all the requirements for the degree, must pay the post-program fee in each subsequent year until the degree requirements have been completed.

DUAL REGISTRATION FEE FOR M.A AND PH.D. CANDIDATES
A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 25 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 24, he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by then, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES
In accordance with the recommendations of the Ontario government stu-

dents who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $12 000 and $15 000 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $6600 to $9000 for one dependant and approximately $1200 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must submit an Application to Graduate card (see page 32).

SUMMER SESSION STUDENTS

In the 1991 Summer Session the fee was $333 (Foreign Students, $1529.75) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Regular Session fees charged in September.

LATE PAYMENT FEE

A late payment fee of $41 plus $5 for each day of delay to a maximum of $91 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge calculated from September 15 and first assessed on October 15. In the 1991/92 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1991/92 academic year the minimum charge was $50.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 10th floor, Suite 10-202, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will also be considered. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1992 to April 1993 a Graduate Assistantship will have a value of $7400 (excluding 4% vacation pay).

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before February 1, 1992. Note that the deadline for receipt of assistanship applications for the 1993/94 academic year will be January 15, 1993.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1991/92 academic year were offered in the amount of $10 000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1992/93 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1991/92 academic year was $11 000. It is anticipated that the scholarship will have at least the same value in the 1992/93 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1991/92 academic year was $11 000. It is anticipated that the scholarship will have at least the same value in the 1992/93 academic year. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Hetty Chu, Margaret Hambly, and Wilfred Wees) are available in November from the Office of Graduate Studies, OISE, and must be submitted by February 1 to the Registrar in that Office along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission.)

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related fields must accompany the application. An individual may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. A statement pertaining to past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar in the Office of Graduate Studies by March 1.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to the competitors. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help a visa student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of October 31, 1991. Preference is given to Ontario residents. Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department.
(b) For prospective full-time students: Fellowship Section, Ministry of Colleges and Universities, P.O. Box 4500, Station P, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is mid-October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $14 016 in 1991/92. Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.
(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate studies in women's studies; and the Joan Sneddon Scholarship of $5000, for study at the master's level in education or some other subject area.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15 000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay Street, Toronto, Ontario M5R 2B7. Closing date for application is January 31, 1992 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION— SCHOLARSHIPS AND AWARDS

These awards, totalling $24 000, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from the Scholarship Committee, Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Regular Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for nontraditional employment.) An applicant, to be eligible, must be:
(a) a female and a Canadian citizen or permanent resident;
(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;
(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31, 1992, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.) An applicant, to be eligible, must be:
(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;
(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;
(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;
(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here. In addition, a Graduate Awards Database system is available in the R. W. B. Jackson Library, OISE.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE departments.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Curriculum and the Department of Instruction and Special Education at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course.

In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 9 for first term courses and courses running all year and January 22 for second term courses. November 6 is the last day to withdraw without academic penalty for first term courses and February 26 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.
First Term: Grades for first term courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Second Term: Grades for second term courses and for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.
Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:
(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
—FZ: glaring inaccuracy and confu-

sion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.
A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the SGS Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: a report assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available (to replace NR—Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:
—Summer Session courses, January 20
—First term (A,F) courses, May 20
—Full session (Y,H) courses, September 30
—Second term (B,S) courses, September 30
Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the

course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.
(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.
(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.
(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.
(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.
(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 16). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education

B. J. Burnaby, A. M. Thomas, A. M. Tough, D. N. Wilson

Department of Curriculum (Centre des langues modernes)

S. Churchill, A. Cumming, J. P. Cummins, M. B. Harley, N. Labrie, S. Lapkin, M. K. Swain

Department of Educational Administration

M. Holmes

Higher Education Group
R. E. S. Hayhoe, I. Winchester

Department of History and Philosophy of Education
C. M. Beck, A. Prentice

Department of Instruction and Special Education
E. Geva, L. Siegel, J. Wiener

Department of Measurement, Evaluation, and Computer Applications
S. Churchill, G. Hanna, L. D. McLean, R. S. McLean, R. G. Ragsdale

Department of Sociology in Education
G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller (Centre de recherches en éducation franco-ontarienne), D. W. Livingstone, C. P. Olson, G. W. West

Voir la section «Interdisciplinary Focuses» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the three interdepartmental specializations described in this section have been formally established.

Two further areas are in the process of being established as interdepartmental specializations: Comparative, International, and Development Education; and Critical Pedagogy and Cultural Studies. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form (page 2, item #3).

ADAPTIVE INSTRUCTION

The Department of Curriculum and the Department of Instruction and Special Education are offering a specialization in Adaptive Instruction. This program examines issues relating to the instruction of children with diverse capabilities in the regular classroom. For details and course descriptions see the Adaptive Instruction section in the listings of these two departments.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the following OISE departments: Applied Psychology; Curriculum; Instruction and Special Education; and MECA (Measurement, Evaluation, and Computer Applications). Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied cognitive science is a research-oriented specialization, emphasizing an apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied cognitive science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on page 2 (item #3) of their application form.

Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally a careful selection of courses will satisfy this stipulation, without any additional course load.

Master's degree students are required to take:
(a) 1206 Proseminar in Cognition;
(b) At least one of 1233 Cognition and Instruction and 1234 Foundations of Cognitive Science;
(c) One course in research methodology, to be determined in consultation with the faculty advisor.
Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: Applied Psychology (Carl Bereiter, Marc Lewis, Keith Oatley, David Olson); Curriculum (Alister Cumming, Keith Stanovich); Instruction and Special Education (Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel, Keith Stanovich); MECA (William Olivier, Marlene Scardamalia). In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Courses that may be counted toward a focus in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3209, 3220, 3237, 3243, and 3244 (Applied Psychology); 1313 (Curriculum); 3502 (MECA); 5283 and 5287 (Instruction and Special Education).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Office of Graduate Studies.

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs within the following OISE departments: Adult Education, Applied Psychology, History and Philosophy of Education, and Sociology in Education. The Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study, while the Centre for Women's Studies in Education coordinates these programs.

Programs include courses in the areas of women's/feminist studies, gender relations, and sex differences and similarities that are offered in each of the above departments as well as other OISE departments and other departments of the University of Toronto. The bases for this specialization include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application forms (page 2, item #3). Students with undergraduate degrees or coursework in women's studies are especially strong applicants for this specialization.

Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/ Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the student's home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: Adult Education (Helen Lenskyj, Angela Miles, Sherene Razack, Kathleen Rockhill); Applied Psychology (Paula Caplan, Margaret Schneider, Jeri Wine); History and Philosophy of Education (Deanne Bogdan, Ruth Pierson, Alison Prentice); Sociology in Education (Kari Dehli, Margrit Eichler, Roxana Ng). In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

INTERDISCIPLINARY FOCUSES

The R. W. B. Jackson Library OISE

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on page 2, item #3, of the application form.

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

COMMUNITY COLLEGE

A variety of OISE departments offer courses that could be combined in a program focused on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); Michael Skolnik (Higher Education Group); William Olivier (MECA).

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in Adult Education, the Higher Education Group, and Sociology in Education. Academic coordination of the focus is in the Comparative, International, and Development Education Centre. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin, and address inquiries to the Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third world education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Helen Lenskyj, Angela Miles, Sherene Razack, and Kathleen Rockhill (Adult Education); Jack Quarter and Edmund Sullivan (Applied Psychology); James Cummins, Diane Gérin-Lajoie, Robert Morgan, and Roger Simon (Curriculum); Malcolm Levin (History and Philosophy of Education); Sandra Acker, Kari Dehli, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

CULTURAL STUDIES IN THE ARTS AND MEDIA

This focus has two orientations. One is toward the pedagogical implications, philosophical issues, and social conditions of arts, media, and popular culture with respect to such subjects as ideology, gender, race and ethnicity, technology, power, and media literacy. A second orientation is of interest to practising artists (in literary, visual, and performance arts) and professionals in media (film, photography, and television) who wish to inquire into such areas as artistic language, creativity, interpretive processes, and therapeutic dimensions of art and media. It is expected that most students will combine both orientations in their coursework and research projects.

Topics within the focus include: arts and the imagination, feminism, postmodern thought, women's reading of self, neomythism, media spectatorship, body and sexual persona, art as inquiry, textual criticism, the language and ethics of form.

Students wanting to pursue this focus are encouraged to consult with a participating member of the faculty: Vivian Darroch-Lozowski (Applied Psychology); Johan Aitken and Roger Simon (Curriculum); Deanne Bogdan (History and Philosophy of Education); Ronald Silvers (Sociology in

Education). Courses relevant to the focus include: 1239, 3228, and 3242 (Applied Psychology); 1389 (Curriculum); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1939 and 3933 (Sociology in Education).

EARLY CHILDHOOD

As with other focuses, students from many OISE departments may develop an emphasis in early childhood. However, two departments—namely, Applied Psychology and Curriculum—pay particular attention to this area through specific courses designed for studies in early childhood and encourage students to initiate research in the area of early childhood.

Focus advisors in the above two departments are Otto Weininger (Applied Psychology) and Ellen Regan (Applied Psychology and Curriculum).

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie en éducation offrent quelques cours en français à Toronto.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Études des programmes scolaires» et qui se donne entièrement en français par le biais de l'éducation à distance. Un seul cours est obligatoire. Il s'agit du cours 1300 Fondements des programmes scolaires.

De même, le Département de sociologie en éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Société et éducation» et qui se donne également en français par le biais de l'éducation à distance.

Pour de plus amples détails sur les cours disponibles dans ces deux programmes, veuillez consulter les sections «Department of Curriculum» et «Department of Sociology in Education».

Ces deux programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto y ont aussi accès. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Les étudiants doivent tenir compte des conditions d'admission en vigueur dans chaque département. Par ailleurs, les cours donnés en français se concentrant à l'intérieur des deux programmes sus-mentionnés, les étudiants ont la possibilité de s'inscrire aux cours simultanément offerts dans les deux programmes.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

GLOBAL TRANSFORMATION: INTEGRATIVE STUDY OF ECOLOGY, PEACE, COOPERATION, SOCIAL JUSTICE, AND ALTERNATIVE FUTURES

This focus is based upon an interdisciplinary mode of analysis, integrating theory, research, and practice. The complexity of contemporary societies and the world cannot be adequately understood through a segmented examination of issues, but requires a comprehensive approach. Thus, ecological questions include issues of peace and social justice. Issues such as the vitality of local communities and cooperative social structures cannot be adequately understood with the conventional nation/state paradigm. They require a global perspective. Similarly, no single academic discipline can adequately encompass the issues that trouble the world, its ecology, and its people. Environmental matters must be understood in relation to political economy, sociology, psychology, history, etc. This program's curriculum will therefore include an analysis of those levers of social change that lead to a humanitarian, cooperative, and ecologically healthy global future.

The fundamental educational philosophy and the essential orientation of this program's curriculum are centred on humanity's response to itself and the present ecological crisis. The program aims to develop an "earth literacy," which unites humanity with the planetary environment and the individual and the inner spiritual life with the global social order and the multitiude of communities within that order. The educational philosophy of this program is holistic and emphasizes teacher–learner approaches that encourage student participation and teacher–student cooperation that mirrors the ideal of global cooperation.

Faculty involved in this focus include Budd Hall, Angela Miles, and Allen Tough (Adult Education); Jack Quarter and Edmund Sullivan (Applied Psychology); Jack Miller (Curriculum); Margrit Eichler, David Livingstone, and Paul Olson (Sociology in Education).

Courses available to students wanting to specialize in Global Transformation include: 1111, 1136, and 3126 (Adult Education); 1243, 3228, 3239, 3247, 3248, and 3249 (Applied Psychology); 1366 (Curriculum); 3480 (History and Philosophy of Education); 1941 (Sociology in Education).

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins, Robert Morgan, and Roger Simon (Curriculum); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Faculty members involved include: Peter Gamlin and Aaron Wolfgang (Applied Psychology); Alister Cumming, James Cummins, and Birgit Harley (Curriculum); Harold Troper (History and Philosophy of Education); Monica Heller and Roxana Ng (Sociology in Education).

Courses now offered include: 1203, 1212, 1213, 1214, 3221, and 3234 (Applied Psychology); 1317, 1336, and 1337 (Curriculum); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1941, 1942, and 3903 (Sociology in Education).

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

In the Department of Applied Psychology there are coordinators of multicultural counselling and teaching who may be contacted (Aaron Wolfgang and Peter Gamlin). In other departments individual faculty within this focus may be consulted.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, Budd Hall, and Kathleen Rockhill (Adult Education); Carl Bereiter and David Olson (Applied Pscyhology); Johan Aitken, Alister Cumming, and Gordon Wells (Curriculum); Deanne Bogdan (History and Philosophy of Education); Esther Geva, Linda Siegel, Keith Stanovich, and Dale Willows (Instruction and Special Education); Peter Evans, Leslie McLean, and Marlene Scardamalia (MECA); Kari Dehli, James Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest to students include: 1125 (Adult Education); 3209 and 3220 (Applied Psychology); 1310, 1311, 1313, 1315, 1326, 1327, 1381, 1386, and 3313 (Curriculum); 1484, 1485, and 3436 (History and Philosophy of Education); 1285, 1286, 4271, 4275, 4292, 4294, 4296, 5286, and 5287 (Instruction and Special Education); 3502 (MECA); 1928, 1930, 1932, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact David Olson (Applied Psychology), Gordon Wells (Curriculum), or James Heap (Sociology in Education).

FEUT/OISE JOINT CENTRE FOR TEACHER DEVELOPMENT

The Joint Centre for Teacher Development is a newly created body representing the Ontario Institute for Studies in Education and the University of Toronto. The Centre was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre intends to coordinate a focus in teacher development, to engage in research and development projects, and to facilitate pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

—Teaching is a reflective, inquiry-oriented activity.

—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.

—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.

—Individual and school improvement are interconnected.

—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from FEUT and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Michael Connelly, Grace Feuerverger, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Dwight Boyd (History and Philosophy of Education); Andrew Hargreaves and

Kenneth Leithwood (Educational Administration); Gila Hanna (MECA); Dorothy Smith (Sociology In Education); Johan Aitken, Steven Anderson, Patrick Diamond, and Dennis Thiessen (FEUT); Michael Fullan (FEUT and Sociology in Education).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on page 2, item #3, of the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly, or the Associate Director, Dennis Thiessen.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1992. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

ADULT EDUCATION

Barbara J. Burnaby, Ph.D. (Toronto)
Associate Professor, and Chairperson
(cross-cultural language and literacy; English as a second language; Native education; adult basic literacy)

Graduate Studies Academic Secretary:
Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Admission inquiries should be directed to:
Budd L. Hall, Ph.D. (California at Los Angeles)
Associate Professor
(adult education and global change; poetry and social movements; political economy of adult education; participatory research; peace education; role of nongovernmental organizations in global change)

William E. Alexander, Ph.D. (Syracuse)
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Lynn E. Davie, Ph.D. (Wisconsin)
Associate Professor
(adult learning; computer applications; program evaluation; distance education)

James A. Draper, Ph.D. (Wisconsin)
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

Virginia R. Griffin, Ph.D. (Chicago)
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives; holistic learning)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor
(organization renewal: consultation in assessment; change and conflict management; strategic planning; participative leadership)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Angela R. Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from Applied Psychology

Sherene H. Razack, Ph.D. (Toronto)
Assistant Professor
(critical global and community issues; feminism; human rights; law; critical pedagogy; racism; education for social change; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Applied Psychology

Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and nonformal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Organization development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Robert Couchman, M.Ed. (Toronto)
President, Donner Canadian Foundation

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Professional Development, Humber College of Applied Arts and Technology

Dale E. Shuttleworth, Ph.D. (Toronto)
Superintendent of Community Services, Board of Education for the City of York

Debby Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI:

Donald H. Brundage, Ed.D. (Columbia)
M. Dormer Ellis, Ed.D. (Toronto)
Diana J. Ironside, M.A. (Syracuse)
Walter G. Pitman, M.A. (Toronto)

ADMISSION TO THE DEPARTMENT

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice.

Admission procedures are described in the "Application for Admission" section of this Bulletin. Please note that January 15 is the deadline for receiving applications to all certificate and degree programs.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of candidates who satisfy minimum admission requirements as stated in the "General Requirements for Admission and Degrees" section of this Bulletin. Consequently, each year, a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

The Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult or related aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further information about admission and/or criteria can be obtained from the department.

PROGRAMS

The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the social and political concerns of providing learning resources for adults individually and collectively, and international and comparative adult education.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, counselling, administration, research, and analysis in all areas of individual and community education.

The general approach to learning in the department is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Each student's program is self-constructed and may be focused on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, four areas of concentration are described in more detail below. A student may elect to enter the department in the General Program of Adult Education, at either the certificate, master's, or doctoral level, or may enter a specific "area of concentration," sometimes called a "focus." In all cases, each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs.

Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. With the approval of their faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further information about any of the programs can be obtained from the Department of Adult Education.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, training programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires three specific half-courses. The Critical Global and Community Issues focus requires one specific half-course.

Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See "Fees" section of this Bulletin.)

Inquiries are to be directed to the Coordinator of the Certificate Program, James A. Draper, Department of Adult Education, in writing or by calling 923-6641, ext. 2347. Application forms can be obtained by writing or by calling 923-6641, ext. 2363; completed forms must be returned to the Department of Adult Education, Certificate Program.

MASTER OF EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see Master of Education program in the "General Requirements for Admission and Degrees" section).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. M.Ed. students are required to fulfil a comprehensive requirement through one of the three following options: (a) a three-hour comprehensive examination based on the courses that the student has taken; (b) an integrative paper with a focus that reflects course concepts, theories, and scholarly writing and research in the field; or (c) a research paper in which an appropriate methodology or approach (e.g., quantitative, qualitative, or historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Students wishing to take the examination alternative should arrange with the Graduate Studies Academic Secretary to write the examination before their deadline. Students planning on the integrative or research alternatives are expected to take the M.Ed. Comprehensive Seminar in Adult Education (1142), which is designed to assist them in fulfilling the comprehensive requirement. This should be taken after approximately the student's seventh course. Students pursuing the research paper alternative must have taken at least one half-course in research methodology.

M.Ed. students must submit their comprehensive documents before December 16, April 15, or August 26, whichever falls in the term after the student's last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive document by April 15.

MASTER OF ARTS

The Master of Arts program consists of twelve half-courses and a thesis. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) The number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least six half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102H and two half-courses in research methodology.

AREAS OF CONCENTRATION

An applicant may apply to one of the following four areas of concentration. The specific concentration must be indicated on the application.

Comparative, International, and Development Education

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and nonformal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Students and faculty interests range from the development of educational programs and policies to deal with specific social and economic problems to the development of sounder theoretical understanding of the role of organized learning in the development of large social systems.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group.

Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Budd Hall, Alan Thomas, and David Wilson (Adult Education); George Dei, David Livingstone, Paul Olson, and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

Basic Courses
Master's Level: 1114, 1127, 1128, 1139, 1920, 1941, 1825, 1826.
Doctoral Level: 3940, 3114,

Specialization Courses
Master's Level: 1105, 1124, 1125, 1126, 1138, 1806, 1904, 1948, 1988.
Doctoral Level: 3101, 3108, 3116, 3119, 3807, 3810, 3930, 3935, 3954, 3995.

Critical Global and Community Issues

Students interested in critical issues (global and community) will find a wide range of learning opportunities within this area of concentration. These include social issues, world problems, social movements and collective action, community education, cooperative and community development, workplace and organizational democracy, media, potential futures, popular education, education for critical consciousness, teaching about global issues, and implications for one's own practice. There are also opportunities to learn conceptual and research skills, including critical skills, interpretive approaches, feminist analysis, and futures studies.

Students are free to focus on particular social concerns, such as race, class, gender, sexuality, violence, poverty, health, environment, peace, women in development, and human rights. Although faculty members cannot offer courses and expertise in all of these social concerns, the diversity of student (and faculty) interests and experiences provides a stimulating environment for dialogue and learning. In the Critical Global and Community Issues area of concentration, it is hoped that new thinking and new practices will emerge through lively exchange between scholars, activists/practitioners, and policy-makers.

The following usually teach at least one course within this area of concentration: Clive Beck, James Draper, Budd Hall, Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, Kathleen Rockhill, Edmund Sullivan, and Allen Tough.

In addition to the usual application procedures, applicants to this area of concentration are urged to send one page describing their relevant background and interests to the Acting Coordinator: Critical Issues area of concentration, care of the Department of Adult Education.

Students are strongly advised to enrol in the focus orientation course, which will provide an important introduction to the focus content and to students and faculty in the focus. Check the annual schedule of courses for details.

Developing Human Resources (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide for a special event that supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $500–$700.

The DHR concentration is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR program on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

The following usually teach at least one course within this area of concentration: William Alexander, Diana Ironside, and Marilyn Laiken.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This supplementary form can be obtained by writing or calling the DHR Coordinator (923-6641, ext. 2240). This supplementary application form must be returned directly to the DHR Coordinator in the Department of Adult Education by January 15.

Teaching and Learning

The Teaching and Learning area of concentration attracts students and faculty who are interested in a wide variety of topics related to adult learning theory, adult developmental theory, and models of adult learning facilitation. Examples of topic areas of interest to faculty and students include: experiential learning, self-directed learning and change, program planning and evaluation, transformational learning, holistic learning, learning facilitation groups, adult development and maturation, aging, computer-assisted learning, and distance education. While the areas of interest are diverse, students and faculty share a common interest in improving their understanding of learning and teaching.

Faculty actively working in this area are: Barbara Burnaby, Lynn Davie, Virginia Griffin, and Alan Thomas.

Basic Courses:
Master's Level: 1101, 1106, 1108, 1110, 1112Y, 1113, 1116, 1125, 1137, and 1138.
Doctoral Level: 3111, 3112, 3117, 3124, and 3125.

OFF-CAMPUS COURSES

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1992 Summer Session and 1992/93 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

The following courses are normally offered off-campus: 1100 Outline of Adult Education; 1101 Program Planning in Adult Education; 1103 Methods of Inquiry in Adult Education; 1116 Learning Values in Adulthood; and 1137 Evaluation of Adult Education Programs. A section of 1137 will be delivered on OISE's computer conferencing system (Participate) and will include instruction in the use of computer conferencing.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

1100 F,S Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100F,S during the first term of their program.
J. A. Draper, D. J. Ironside, A. M. Thomas, or staff

1101 F,S Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 F,S Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L. E. Davie, or staff

1105 F,S Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) classic writing in popular education, community organizing, feminist and socialist education, and (2) a variety of case studies.
A. Miles, or staff

1106 F,S Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S Intentional Changes (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.
A. M. Tough, or staff

1109 F,S Parental Education for Family Living

An examination of how the family has functioned in its parenting role throughout history, with a view to understanding the current patterns of family behavior. In-depth consideration will be given to why we treat our children the way we do and what trends may be significant for the future. Attention will be given to skills and methods of working with parents. Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.

Staff

1110 F,S Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.

V. R. Griffin, or staff

1111 F,S Crucial Questions for a Positive Future: Implications for Educators

This course focuses on recent answers to several fundamental questions about our future. Why is humanity's long-term future so important? Which potential futures (positive, neutral, negative) are most likely? Which world problems are top priority? How can humanity achieve a satisfactory future? As educators and citizens, how can each of us contribute?

A. M. Tough, or staff

1112 Y Women's Learning in the Development of Critical Consciousness

An exploration into the question of critical consciousness as an approach to feminist learning and politics. Depictions in literature, theory, and research are considered in relation to personal and professional experiences. Topics to be addressed include: feminist perspectives on women in education, women as learners, social construction of "the feminine," ideology and consciousness, women in educational discourse, the phenomenology of feminist consciousness, the personal as political, current theories about adult education, as well as ethical and political issues in education for the development of critical consciousness. Participants will be expected to draw upon their own experience, published literature, and visual media.

K. Rockhill, or staff

1113 F,S The Maturation Process and Adult Learning

This course offers an introductory survey of several approaches from the emerging field of adult development. The links between development and learning are explored, especially as they relate to the changing needs and capacities of adults for learning throughout life.

H. Lenskyj, or staff

1114 F,S Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

A. M. Thomas, or staff

1116 F,S,H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

1117 F,S Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

1118 F,S Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS)—a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

1120 F,S Foundations of Adult Counselling

An introductory course that explains some of the concepts of human behavior from a systemic perspective. It examines issues, theories, and principles involved in the field of adult counselling. The course includes project presentations, practice, personal reflection, and a major discussion paper. It will be of interest to people practising in the counselling, academic, and health areas as well as those working with individuals in service agencies, employment centres, and community programs.
Staff

1122 F,S Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department.
Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
M. Laiken, or staff

1124 F,S The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of

programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

1125 F,S Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
B. J. Burnaby, J. A. Draper, or staff

1127 F,S Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F,S A Participant-Directed Seminar: Learning in Organizations

This course is oriented toward students who have a special interest in the application of adult education principles in an organizational context. In this course, participants create and operate their own "Learning Organization." The general purpose of this organization is to meet the learning needs of the participants as these needs are identified by them. A second, usually interrelated purpose is to explore the dynamics and development of the Learning Organization, including the obstacles that impede organizational growth.

This course is open only to DHR students who have spent the preceding Summer Session in course(s) together.

Prerequisite: Permission of the instructor.

W. E. Alexander, or staff

1131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.

Staff

1133 F,S Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.

Prerequisite: Permission of the instructor.

B. J. Burnaby, or staff

1135 F,S Practicum in Organization Development

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field agencies, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects.

Detailed guidelines are available from the department.

Prerequisite: Permission of the instructor, obtained at least two months before the course begins.

M. Laiken, or staff

1136 F,S Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Freire, and the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.

B. Hall, or staff

1137 F,S Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.

L. E. Davie, D. N. Wilson, or staff

1138 F,S Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the in-

dividual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies focus in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

1140 B Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of sociotechnical design, and the concept of the Learning Organization.
Open to DHR students only. Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1141 F,S Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
D. J. Ironside, or staff

1142 F,S M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in integrating what has been learned in diverse courses and other learning experiences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. The seminar is an integral part of the department's M.Ed. comprehensive requirement, and should be taken in, or as near as possible to, a student's last term of coursework.
For Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative. Prerequisite: Permission of the instructor.
Staff

1143 S Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed

for women and men who do not specialize in feminist studies but are interested in becoming acquainted with this perspective and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives.
A. Miles, or staff

1144 F Teaching about Global Issues

How can educators help people of all ages learn about social issues, world problems, and the future? This course will examine how such learning can be fostered through classroom teaching,. workshops, informal groups, self-planned learning, media, etc. Each student may focus on a particular global or social issue, such as environment, poverty, war, violence, racism, human rights, social justice, women, health, family planning, or the world's children.
A. M. Tough

1152 F,S,H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S Major Programs and Issues in Adult Education

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas, or staff

3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be composed of students with similar research interests. Prerequisite: One or more courses in research design.
L. E. Davie, or staff

3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
A. M. Thomas and J. P. Farrell

3108 F,S Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the stu-

dents. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

3111 F,S Theories of Psychological Development during Adulthood

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.
Staff

3112 F,S Educational Gerontology

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include preretirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, or staff

3116 F,S Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; effective cross-cultural communication; the sensitivities, knowledge, and skills required for living, working, and undertaking research in cultures other than one's own.
B. Hall, or staff

3117 F,S Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

3118 F,S Seminar: Contemporary Policy Issues in Continuing Education in Canada

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members—Farrell, Thomas, and Wilson—with participation from other members of the department and outside the Institute. The initial focus of attention

will be on the new federal programs in manpower development.
Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and D. N. Wilson

3119 F,S Adult Learning and Social Change: Global Feminist Perspectives

The course will examine feminist theory and practice that is informed by a global perspective. It will provide an opportunity for students to study feminist practice internationally and will address the general principles and current debates in this global politics through a comparative examination of "First" and "Third" World writing and organizing around social change/development.
A. Miles, or staff

3124 F,S Advanced Seminar: Basic Processes in Facilitating Adult Learning

Collegial seminar for intensive examination of selected issues arising in course 1110F,S.
Prerequisite: Completion of 1110F,S and permission of instructor.
V. R. Griffin, or staff

3125 F,S Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A. M. Thomas, or staff

3126 F Education and World Community: Socio-Psychological Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states—that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.
E. V. Sullivan, or staff

3131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y Qualitative Research: Theory and Practice in Adult Education

Qualitative approaches to research are explored, critiqued, and applied by participants to a research project of their choice. Issues in the application of the social-phenomenological perspective to the study of education by adults are of central concern. A range of perspectives will be considered, including ethnomethodology, symbolic interactionism, ethnography, hermeneutics, critical theory, and the feminist critique. Methodological problems in the conduct of fieldwork, analysis, interpretation, explanation, and presentation are related to theory and practice.
Prerequisite: Permission of the instructor.
K. Rockhill, or staff

3152 F,S,H Individual Reading and Research in Adult Education: Doctoral Level
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243F Seminar in Community Psychology and Community Development: Part I (J. Quarter and E. V. Sullivan)
3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions (E. V. Sullivan)
3239H Global Ecological Issues from a Community Educational Perspective (E. V. Sullivan)
3247F,S Cooperative and Community Development: Social, Psychological, and Educational Perspectives (J. Quarter)
3248F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter)
3249F,S Methods in Critical Social Analysis in Community Psychology (E. V. Sullivan)

History and Philosophy of Education
1481F,S,H Worldview Education: Religious and Non-religious Perspectives (C. M. Beck)

APPLIED PSYCHOLOGY

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary: Kent Henderson, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(motivation and learning; clinical and academic assessment)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Paula J. Caplan, Ph.D. (Duke)
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

Ardra Cole, Ed.D. (Toronto)
Assistant Professor
(teacher development, teacher induction, and teacher socialization; qualitative research methods)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

Morris N. Eagle, Ph.D. (New York)
Professor
(counselling and psychotherapy; psychoanalytic theory, practice; psychopathology; memory; philosophy of mind)

Peter Gamlin, Ph.D. (Cornell)
Professor
(cognitive development; language comprehension)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

Marc Lewis, Ph.D. (Toronto)
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions in development)

Robert B. MacIntyre, Ph.D. (George Peabody)
Associate Professor, and Coordinator, OISE Psychoeducational Clinic
(microcomputer applications in education and assessment; learning disabilities in adults; instructional systems design; journal writing and reflection)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social–emotional relationships and depression in schools; ethnic identity development)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; computer simulations)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto
(language development; cognitive development; theory of instruction)

Sandra R. Palef, Ph.D. (Toronto)
Associate Professor
(psychoanalysis and psychotherapy: theory and technique)

Larry E. Pass, Ph.D. (Alberta)
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

Niva Piran, Ph.D. (Texas)
Associate Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; female development; psychodynamic psychotherapy; projective testing)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Adult Education
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

Ellen M. Regan, Ed.D. (State University of New York at Albany)
Professor, cross-appointed to Curriculum
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; school-based mental health promotion; attention and behavior disorders)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community psychology; human sexuality; research methodology; feminist issues; occupational stress)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(effects of mass media on cognitive development; community psychology and community development; critical research methods in community settings; critical pedagogy and cultural studies)

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

Jeri D. Wine, Ph.D. (Waterloo)
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

Aaron Wolfgang, Ph.D. (Oklahoma)
Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Niagara Centre (career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education, and OISE internship supervisor

Esther Gelcer, Ph.D. (Toronto)
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham, and OISE internship supervisor

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice, and OISE internship supervisor

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Nathan Pollock, Ph.D. (Toronto)
Forensic Service, Clarke Institute of Psychiatry, Toronto

Lana Stermac, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry, Toronto

John Williams, Ph.D. (Missouri)
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

Judith A. Silver, Ph.D. (Toronto)
Coordinator of Internship & Counselling Services, Department of Applied Psychology, OISE

Alan Bardikoff, Ed.D. (Toronto)
Psychologist, Toronto East General Hospital

Rosemary A. Barnes, Ph.D. (McMaster)
Chief Psychologist, Women's College Hospital, Toronto

Lynn Beal, Ph.D. (Waterloo)
Chief Psychologist, East York Board of Education, Toronto

Harvey Brooker, Ph.D. (Indiana)
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

Andrew Cancelliere, Ph.D. (University of Health Sciences—The Chicago Medical School)
Psychologist, Toronto Hospital, Western Division

Robin Cappe, Ph.D. (British Columbia)
Psychologist, Young Offender Unit, Metro West Detention Centre, Rexdale

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Jerzy Marek Celinski, Ph.D. (Polish Academy of Science)
Psychologist, Downsview Rehabilitation Centre

Irwin Lieberman, Psy.D. (Wright State)
Staff Psychologist, Toronto East General Hospital

Jane Margles, Ph.D. (York)
Psychologist, Counselling and Development Centre, York University

Nitza Perlman, Ph.D. (Toronto)
Director, Family Counselling and Education Program, Surrey Place Centre, Toronto

Edward P. Rawana, Ph.D. (Waterloo)
Psychologist, Lakehead Regional Family Centre, Thunder Bay

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Brian Ridgeley, Ph.D. (Windsor)
Director of Psychology, Sunnybrook Hospital, Toronto

Hemendra Shah, Ed.D. (Toronto)
Staff Psychologist, Whitby Psychiatric Hospital, Whitby

Dvora Trachtenberg, Ph.D. (York)
Psychologist, Toronto East General Hospital

Ronald Warner, Ed.D. (Toronto)
Psychologist, Ryerson Polytechnical Institute, Toronto

Peter Waxer, Ph.D. (York)
Psychologist, Counselling and Development Centre, York University

Marjorie Whitney, Ph.D. (York)
Head of Adult Services, Psychology Department, North York General Hospital

Brent Willock, Ph.D. (Michigan)
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
Clifford M. Christensen, Ph.D. (Minnesota)
Doroth Shipe, Ph.D. (George Peabody)
John C. Weiser, Ed.D. (Missouri)

PROGRAMS

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs
—Counselling Psychology: M.Ed. and Ed.D. programs
—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood
A Master of Education for Special Purposes is available. See in the program descriptions below and in the "Interdisciplinary Focuses" section.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all

degree programs are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin; see the respective subsections pertaining to each degree program.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page of this Bulletin).

Application materials are obtainable from the Office of Graduate Studies. For further information, see the "Application for Admission" section of this Bulletin.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to three specializations in any two divisions in the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section of this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. (2) in Counselling requires a four-year degree in psychology and full-time residence in the program. The Ed.D. (2) in Counselling requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

1. Professional practice of psychology in Ontario is regulated by the Ontario Board of Examiners in Psychology (OBEP).
2. Only certain programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychologist contained in OBEP's guidelines.
3. Programs planned to meet the academic requirements for registration by OBEP include:

—Ed.D. Counselling Psychology (2)

—Ph.D. Early Childhood
—Ph.D. School Psychology
—Ph.D. Educational Psychology

A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. in counselling psychology after a four-year undergraduate degree in psychology or the equivalent.

For further information on registration as a psychologist contact:

The Registrar, Ontario Board of
Examiners in Psychology
101 Davenport Road
Toronto, Ontario M5R 1H5

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice by any psychology student for a fee.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling (2) programs and Early Childhood, will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION

The program features two different focuses. Students will be expected to apply for one of the two described below.

Focus on Teaching

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of professional experience.

Program of Study

Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

Focus on Community Psychology

Designed primarily for individuals interested in a community orientation to social problems with an accent on social class, gender, and ethnic issues.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;

(b) A year of professional experience.

Program of Study

Those admitted are expected to take at least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirement

A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

Focus on Community Psychology

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

Admission Requirement

A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

Program of Study

(a) Six half-courses;

(b) A thesis.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF EDUCATION

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

Focus on Teaching

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;
(b) If accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study
(a) A minimum of eight half-courses, four of which must be in Applied Psychology;
(b) A thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

Teaching with an Emphasis in Multicultural Studies

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focusing on multicultural studies. Eight half-courses are required, plus a thesis.

Focus on Community Psychology

This program is designed primarily for practitioners in community settings with either an educational or a social psychological emphasis, and for persons who wish to develop expertise leading to professions in community settings. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.Ed. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;
(b) If accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study
(a) A minimum of eight half-courses, four of which must be in Applied Psychology, with a heavy emphasis in community psychology, and must include a practicum in a community setting;
(b) A thesis, which normally involves community development for a community setting or a critical reflection upon an existing program.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF PHILOSOPHY

The program features two different focuses. Students will be expected to apply for one of the two described below.

Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study
(a) A minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also one minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto;
(b) A comprehensive examination;
(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

Focus on Community Psychology

This program is designed primarily for persons desiring expertise in community psychology leading to professions in universities or in community settings (e.g., school boards, social agencies) as either researchers or practitioners. Embedded in this focus is an interest in analysis of class, gender, and ethnic issues.

Admission Requirements
(a) A University of Toronto M.A. degree with specialization in Applied Psychology, or the equivalent, with B+ standing or better;
(b) For candidates with non-thesis master's degrees, if accepted, successful completion of a Qualifying Research Paper before registration in the program.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in community psychology and will comprise the major, and four other courses, two of which will be in the minor area;
(b) A comprehensive examination;
(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

COUNSELLING PSYCHOLOGY

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from:

The Registrar, Services Section
Ministry of Education, 18th floor
Mowat Block, Queen's Park,
Toronto, Ontario M7A 1L4

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling (1).

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

Applicants to the M.Ed. in Guidance and Counselling may elect either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING (1)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year if pursued on a full-time basis, or mid-B in the five most recent and most senior full course equivalents if the degree was pursued on a part-time basis;

(b) At least one year of relevant experience.

Program of Study

Applicants to Counselling (1) may elect either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling theory and a practicum. In addition, it is highly recommended that Option II students take an appropriate course in research methodology in consultation with the research paper supervisor.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to either the Ed.D. (1) or (2). In the case of (2), however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING (2)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling (2) program. (See the Ed.D. (2) program below.) However, admission to the M.Ed. (2) does not guarantee admission to the Ed.D. in Counselling (2). M.Ed. (2) students will be considered for admission to the Ed.D. (2) program together with all other applicants. Only a small number of applicants are accepted into this program each year.

Admission Requirement

A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better.

Program of Study

The M.Ed. degree program in Counselling (2) will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of four half-courses in Counselling Psychology. In addition, it is highly recommended that students take an appropriate course in research methodology in consultation with the research paper supervisor.

Residence Requirements

Residence is required from September to April, which represents the Regular Session. (See definition of residence in "General Information" section.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options—Ed.D. (1) and Ed.D. (2)—in the study of counselling at this level. They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

Ed.D. in Counselling (1)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

In addition to those requirements for admission to the Doctor of Education programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Counselling with an Emphasis in Multicultural Studies

Students interested in combining their interests in counselling and multiculturalism at the doctoral level may do so by entering the Ed.D. in Counselling (1) or (2) and focusing on multicultural studies.

Ed.D. in Counselling (2)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements
The Department of Applied Psychology specifies the following:
(a) A four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate degree;
(b) The applicant must normally hold an M.Ed. (2) degree with specialization in Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (2) program may be admitted under the condition that this requirement will be included in the doctoral program;
(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (2) program;
(d) Applicants who hold an M.Ed. (2) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-

quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required. If a student has completed the M.Ed. (2) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
Two years of residence are required of students entering the Ed.D. (2) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (2) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY

The School Psychology Division offers programs in both School and Early Childhood.

MASTER OF ARTS (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission Requirements
Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Program of Study
The program normally requires a minimum residence period of two academic years. The program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

DOCTOR OF PHILOSOPHY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare persons to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably assume positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Depart-

ment of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) A year of experience working with children in an approved setting;
(c) A minimum of one undergraduate course in child development.

Program of Study
A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or full-time basis.

DOCTOR OF EDUCATION (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children—for example, as teachers or as specialists in child psychology or child welfare at the master's level—and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

Admission Requirements
(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;
(b) Successful professional experience in early childhood education or in a relevant field;
(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview, the selection team will then be responsible for the evaluation of the candidate's

ability and promise in research and development.

Program of Study
The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.
(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology;
(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focuses directly on empirical aspects of educational practice;
(c) A comprehensive examination for all candidates who commence the Ed.D. degree program after July 1, 1991;
(d) Practica.

Residence Requirement
One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, educational issues, and/or clinical problems.

Admission Requirements
A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study is to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements
(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;
(b) Professional experience in early childhood or a relevant field.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses, of which two should be in the minor area;
(b) An internship;
(c) A comprehensive examination;
(d) A thesis.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs outlined in Educational Psychology, Counselling Psychology, and School Psychology meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. All applications must include a rationale for taking a Special Purposes M.Ed. program. In addition, they must indicate course preferences. Further information will be found in the "General Requirements" section. The Special Purposes M.Ed. degree program will be pursued under Option II (eight half-courses plus a research paper).

MASTER OF EDUCATION WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Psychology courses at the undergraduate level are desirable but are not a prerequisite for admission;
(c) At least one year of successful employment. Experience working in the multicultural field is desirable but is not a prerequisite for admission.

Program of Study
Applicants to this program may elect either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, and 1290s; all of these are in the Department of Instruction and Special Education.

1200 F,S,H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.
Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
J. D. Wine and staff

1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes a full day each day of the week.
Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
Prerequisite: 1202F,S,H, for Counselling students only. Full-time Counselling students may take 1203Y concurrently with 1202F,S,H.
M. A. Guttman and staff

1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of the instructor.
K. Henderson

1206 F,S,H Proseminar in Cognition

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.
Staff

1207 F,S,H Motivation in Educational Contexts

Behavioral and cognitive approaches

to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
K. Henderson

1208 F The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

1209 F,S,H Seminar: Social Psychology and Education

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.
D. Hunt

1211 F,S,H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
E. M. Regan

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians. Prerequisite: Permission of the instructor.
A. Wolfgang

1213 Y Intercultural Practicum

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

1214 F,S,H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of the instructor.
A. Wolfgang

1216 Y Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
R. B. MacIntyre

1217 F,S,H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

1219 F,S,H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 Y Seminar and Practicum in School Psychology: Part I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and O. Weininger

1221 F,S,H Seminar and Practicum in School Psychology: Part II

Further examination and discussion of professional relations in school models of psychological service delivery, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.
Prerequisites: 1219F,S,H and 1220Y.
S. Miezitis and O. Weininger

1224 F,S,H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the back-

ground of the normal personality development.
O. Weininger

1225 F,S,H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.
Staff

1226 F,S,H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H Practicum in Educational Psychology

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

1229 F,S,H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of the instructor.
Staff

1230 F,S,H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

1232 F,S,H Psychoeducational Appraisal in Teaching Young Children

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social–emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H Cognition and Instruction

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and

social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
C. Bereiter

1234 F,S,H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D. R. Olson and E. C. Olsen

1237 F Cognitive Development and Instruction

This course will cover the core issues in cognitive development from two or three theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Remediation and instruction will be dealt with in relation to the processes of cognitive development.
M. Lewis

1238 F,S,H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H Language of the Arts in Therapy and Teaching

Thinking is basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller

1242 F,S,H Developmental Patterns in Early Childhood and Elementary Years

This course will provide an introduction to child study and child development in the early childhood and elementary years. Topics will include: the evolution of the study of children; maturation and individual differences; cognitive development and readiness; emotional development and attachment; social skills and social behavior; and the implications of knowledge about development for fostering thriving children.
A. Biemiller and O. Weininger

1243 F Seminar in Community Psychology and Community Development: Part I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts

such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter and E. V. Sullivan

1244 S Seminar in Community Psychology and Community Development: Part II

A development of the topics in 1243F. Prerequisite: 1243F.
P. J. Caplan, J. D. Wine, and M. S. Schneider

1245 F Research in Community Psychology: Part I

This course prepares students in Community Psychology for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter, M. S. Schneider, and E. V. Sullivan

1246 S Research in Community Psychology: Part II

A development of the topics in 1245F. Prerequisite: 1245F.
J. Quarter, M. S. Schneider, and E. V. Sullivan

1247 S Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
Staff

1248 F,S,H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
P. J. Caplan

1249 F Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis

1250 F,S,H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
Staff

1251 F,S,H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature ex-

periential as well as didactic techniques.
Prerequisite: 1250F,S,H.
Staff

1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H Feminist Issues in Counselling Psychology and Psychotherapy

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. D. Wine

1254 F The Social Construction of Human Sexuality As It Relates to Sex Education

The attitudes and beliefs that form the foundation of our experience of sexuality will be examined in this course, with particular attention to power relationships that are played out in gender issues. The ways in which the sexual information needs of people of all ages can be addressed through both formal and informal education will be discussed.
M. S. Schneider

1257 F,S,H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
P. J. Caplan

1258 F,S,H The Psychology of Motherhood and Its Relatedness to Education

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
P. J. Caplan

1259 F,S,H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
E. M. Regan

1261 F,S,H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
A. Wolfgang and staff

1266 F,S,H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y Advanced Practicum in Counselling

A continuation of 1203Y, designed primarily for M.Ed. students.
Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

1268 F,S,H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216Y, 1220Y, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.
Prerequisites: 1216Y, 1220Y, and 1221F,S,H.
S. Miezitis and O. Weininger

3205 F,S,H Research Methods in Applied Psychology

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in applied psychology. The course is designed to lead to the development and refinement of a dissertation proposal.
Staff

3206 F,S,H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

3207 F,S,H Research Seminar in Child Development

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in relation to developmental changes in behavior.
Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H Research Seminar in Adolescent Development

This seminar will be presented from a psychoanalytic point of view and will cover the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
O. Weininger

3209 F,S,H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.
Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only. Required for doctoral students in the Focus on Teaching program.
D. Hunt

3212 F,S,H Motivational Contexts and Learning

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
K. Henderson

3213 F,S,H Feminist Organizing, Community Psychology, and Education

This course is an attempt to bridge the gap that frequently appears between theory and practice, a gap that is often concretely manifested among feminists as a division between academic and activist women. The literature reviewed in the course includes work focused on activism and work that integrates theory and practice, as well as some central theoretical readings. Students are required to form small collectives and carry out feminist organizing projects in community psychology and education. In the context of these projects students are required to give evidence of familiarity with activism in the area of their projects both through reading and contact with feminist activists, as well as to provide ongoing analysis of the theoretical grounding for their work.
Prerequisite: Permission of the instructor.
J. D. Wine

3214 F,S,H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.
Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
M. N. Eagle

3216 F,S,H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
N. Piran and staff

3218 F,S,H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: 3216F,S,H, and completion of a preliminary review of the literature of an identifiable topic of interest that would be part of the doctoral thesis proposal.
A. Wolfgang

3220 F,S,H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is of-

fered it has a focus on a different instructional problem.
C. Bereiter

3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course will familiarize students with the theoretical framework of L. S. Vygotsky, focused on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of the more traditional norm-referenced model, considering the needs of ethnically diverse populations.
Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.
Prerequisite: Permission of the instructor.
Staff

3223 F,S,H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships. Preventive models of service delivery based on collaborative problem-solving approaches.
Analysis of practicum experiences in school or other settings of students' choice.
Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H Individual Personality and Educational Assessment: Part I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3227 F,S,H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

3228 F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.

E. V. Sullivan

3231 F,S,H Object Relations Theory

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.

O. Weininger

3233 F,S,H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.

S. A. Alvi and M. A. Guttman

3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. Students will review, analyse, and redesign representative studies in the multicultural literature. It is expected that the review and research design will lead to the development of thesis proposals for many students.

P. Gamlin

3235 F,S,H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.

S. R. Palef

3236 F,S,H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.

Prerequisite: 1250F,S,H, or permission of the instructor.

Staff

3237 F Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. General models of developmental processes (e.g., dynamical systems) will be included. Representational development will be related to underlying changes in information processing.

Prerequisite: 1237F or its equivalent, or permission of the instructor.

M. Lewis

3238 F,S,H Special Topics in Applied Psychology

Description as for 1238F,S,H.

3239 H Global Ecological Issues from a Community Educational Perspective

An examination of global ecological issues, within a communitarian perspective, on social ethics: e.g., soil loss, smog, acid rain, the greenhouse effect, ozone layer depletion, radiation damage, fragile ecosystems (tropical rainforests, the Arctic), and water poisoning via domestic sewage, toxic chemicals, and industrial wastes. The course considers both educational means to increase awareness of these issues and community mobilization efforts in response to them. Thus, it combines knowledge about the study of these problems with educational interventions that community mobilization can accomplish in dealing with them. Each student will investigate a particular community mobilization effort.
E. V. Sullivan

3240 F,S,H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects. Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S Interpretive Analysis of Biographies: Implications for Education

Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized and demonstrated.
V. Darroch-Lozowski

3243 F,S,H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
M. N. Eagle

3244 F,S,H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Suttie, Klein, Balint, Winnicott, Fairbairn, Guntrip, Mahler, Kernberg, Miller, and Kohut.
M. N. Eagle

3245 F Advanced Research Practicum in Community Psychology: Part I

This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter, M. S. Schneider, and E. V. Sullivan

3246 S Advanced Research Practicum in Community Psychology: Part II

A development of the topics in 3245F.
Prerequisite: 3245F.
J. Quarter, M. S. Schneider, and E. V. Sullivan

3247 F,S Cooperative and Community Development: Social, Psychological, and Educational Perspectives

This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives

This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F,S Methods in Critical Social Analysis in Community Psychology

This course is an introductory seminar in critical social analysis, which is designed to introduce students to tools and methods that facilitate the development of social analysis. The methods and tools are designed to develop a critical consciousness toward social structures of power that are embedded in institutions of power along class, gender, and racial lines. A background in "critical social theory" is helpful but not required.
E. V. Sullivan

3252 F,S,H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252F,S,H.

3266 F,S,H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required for doctoral students in the Focus on Teaching program; permission of instructor required for other doctoral students.
Staff

3268 F,S,H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

3269 Y Perspectives in Qualitative Research: An Overview of Methods and Issues

Students in this course will have an opportunity to explore a variety of "alternative" research approaches, and to consider theoretical assumptions and procedural, technical, and ethical issues associated with each. Among the perspectives to be studied in the first half are phenomenology, symbolic interactionism, hermeneutics, participatory research, and ethnomethodology. In the second term, we will sharpen our focus to study the methods of life history, narrative, biography, collaborative action research, and ethnography. Although the focus will be on inquiry into teaching and classroom life, it is intended that the course will also be of relevance to those in other fields of inquiry.

The course is required for doctoral students in the Focus on Teaching program. Permission of the instructor is required for students from other programs.
A. Cole

CURRICULUM

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

Johan L. Aitken, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(children's literature; reading; literary theory)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Deanne Bogdan, Ph.D. (Toronto)
Associate Professor, cross-appointed from History and Philosophy of Education

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(computer-assisted instruction in first and second languages; minority language education and Franco-Ontarian studies; international, multicultural, and human rights education)

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Richard Courtney, B.A. (Leeds), F.R.S.A.
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed from History and Philosophy of Education

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Joint Centre for Teacher Development
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes toward heritage language learning; cultural and linguistic diversity in the classroom)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Instruction and Special Education

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

Birgit Harley, Ph.D. (Toronto)
Associate Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Joint Centre for Teacher Development
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Normand Labrie, Ph.D. (Laval)
Assistant Professor
(minority language issues; psycho- and sociolinguistics)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor, and Head, Modern Language Centre
(French as a second language research; bilingual education; second-language writing)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre, cross-appointed from the Office of Field Services and Research
(holistic education; curriculum orientations; values education; global education)

Robert J. Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Ellen M. Regan, Ed.D. (State University of New York at Albany)
Professor, cross-appointed from Applied Psychology

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

Roger I. Simon, Ph.D. (Yale)
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed from Instruction and Special Education

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education)

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, holistic arts therapies, and arts teacher education, specifically in elementary/early childhood, multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed from Instruction and Special Education

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Normand J. Frenette, M.Ed. (Toronto)
Project Director, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; classroom interaction research; curriculum development; curriculum processes; language and semiotics)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director and Head, OISE Northwestern Centre
(curriculum implementation and evaluation; coaching as an implementation strategy)

Elizabeth M. Smyth, Ed.D. (Toronto)
Project Director, OISE Northwestern Centre
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of On-

tario; gender issues; development and delivery of curriculum at the secondary school level)

ASSOCIATED INSTRUCTORS:

Steve Anderson, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Elizabeth Bernhardt, Ph.D. (Minnesota)
Associate Professor, Ohio State University

Lorna Earl, Ph.D. (Western Ontario)
Research Director, Scarborough Board of Education

Julia Ellis, Ed.D. (British Columbia)
Assistant Professor, Faculty of Education, University of Toronto

Nicholas Elson, M.A. (New Brunswick)
Associate Professor, York University

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean, Faculty of Education, University of Toronto; see faculty listing in Sociology in Education

Priscilla Galloway, Ph.D. (Toronto)
Program Leader, Board of Education, North York

Isabel Kaprielian, Ph.D. (Toronto)
Senior Research Associate, Modern Language Centre

Raymond Mougeon, Ph.D. (McGill)
Professor, York University

Alex Norrie, Ed.D. (Toronto)
Coordinator of Mathematics, Peel Board of Education

Donald Rutledge, M.A., M.Ed. (Toronto)
Educational consultant

Sandra Shiner, Ph.D. (Toronto)
Counselling and curriculum specialist

PROFESSORS EMERITI:

Garnet L. McDiarmid, Ph.D. (Syracuse)
Frederick B. Rainsberry, Ph.D. (Michigan State)
Floyd G. Robinson, Ph.D. (Alberta)

Note: Admission inquiries should be directed to:

Linda Bellamy
Administrative Officer
Department of Curriculum, OISE

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, must be submitted by *January 15.*

Continuing students must submit pre-enrolment forms for course selection by *April 13.* While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

PROGRAMS

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems. All of these perspectives will be viewed through each individual's personal experiences and orientations.

As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Research skills appropriate to such study are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and faculty advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department.

Adaptive Instruction

This program is an interdepartmental specialization between the Department of Instruction and Special Education and the Department of Curriculum. It has two focuses:

1. Individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom.
2. Reading and reading disability: classroom-based aspects of reading, reading disability, and research in the acquisition of normal and exceptional reading abilities.

Course descriptions are given in the course listings for this department.

Arts Education

The Forum for Arts and Media Education is a cooperative venture with the Faculty of Education, University of Toronto. Students in Arts Education may focus on:

1. General arts (the study of the creative arts as they are used in the general curriculum of schools).
2. The holistic arts therapies.

Faculty members teaching courses within this focus view these activities as educational tools that assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. (Courtney, Wilkinson, Booth)

Applied Cognitive Science

Registrants in Curriculum have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from the department are associated with this specialization. (Cumming, Stanovich)

Cultural Studies and Critical Pedagogy

This focus examines the diverse ways in which context is important in the conduct of educational life, especially how notions of individual and social differences in thought, language, and behavior may contribute to educational inequality. Included in this specialization are interests in multiculturalism, Indian education, social stratification, gender, and critical pedagogy, which addresses how such limits of possibility can be transcended. (Cummins, Gérin-Lajoie, Morgan, Simon, Weiss)

Early Childhood

See description under "Interdisciplinary Focuses."

Educational Practices

Concerned with methods for improving the school curriculum, including policy- and decision-making, design, implementation, evaluation, consultancy. (Hannay, Miller, Regan, Ross, Russell, Smyth, Wahlstrom, Weiss)

Holistic Education

This is an interdepartmental focus based in Curriculum. Holistic education is based on the concept of connectedness and attempts to facilitate various connections in the curriculum (e.g., analytic and intuitive thinking, body–mind, and subject integration). In particular, there is a focus on connecting the student's inner and outer worlds through imagery, whole language, and drama. (Courtney, Eisenberg, Miller, Wells, Wilkinson)

Second-Language Education

This area can be further subdivided as follows: (a) the learning and teaching of a second or foreign language; (b) educational linguistics; (c) bilingual and multilingual issues. (Allen, Churchill, Cumming, Cummins, Harley, Lapkin, Swain, Wells)

Language, Literacy, and Literature across the Curriculum

This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: (a) language and learning; (b) reading, writing, and literature. (Aitken, Cumming, Cummins, Lapkin, Simon, Swain, Wells, Willows)

Learning in Non-School Environments

This area focuses upon learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Simon, Weiss)

Science, Technology, and Mathematics Education

Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels. (Hanna, Hodson, Russell)

Teacher Development

The Joint Centre for Teacher Development offers specializations in reflective practice and in improving practice, including an exploration of gender issues. A further description of this specialization, along with an expanded list of faculty, is to be found in the section "FEUT/OISE Joint Centre for Teacher Development" in this Bulletin. (Aitken, Connelly, Diamond, Feuerverger, Fullan, Hannay, Kilbourn, Miller, Wells)

For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant should discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses: (a) 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level); (b) three other half-courses chosen within the Department of Curriculum; (c) four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

Off-Campus Courses (M.Ed. students only)

The department offers some off-campus sections of curriculum courses. These include on-site courses in various locations (e.g., Kitchener, Guelph, Peterborough) as well as courses offered in the distance learning mode. Distance courses are offered through audio-conferencing and computer-conferencing formats. The distance M.Ed. can be completed under the M.Ed. for Special Purposes (see page 33). Further information regarding off-campus courses is available from the Office of Graduate Studies. Off-campus students are required to complete at least two of their courses on campus at OISE.

MASTER OF ARTS

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Note that as of July 1, 1992, a year of full-time study is no longer required in the M.A. program in Curriculum. Ordinarily, a successful applicant will have at least two years of professional experience.

In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reads this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; the applicant who omits it will not be considered for admission.
2. *Two letters of reference:* where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.
3. *Course descriptions* of any graduate courses taken at a recognized university and relevant to a focus within the Department of Curriculum, which may be used to reduce the number of courses in the M.A. program.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals.*

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(b) The applicant must submit a *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(c) Every applicant is required to submit *two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology.

The Department of Curriculum requires a minimum of two terms of full-time study in the Regular Session, normally taken consecutively (i.e., a fall term and the next spring term, or a spring term and the next fall term).

An Ed.D. comprehensive examination is required.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. In general, the Department of Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the *OISE Guidelines for Theses, QRP's and Orals.*

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(b) *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

In addition to the major thesis, a comprehensive examination, and other requirements as described in the "General Requirements" section, the normal pattern of study for this degree is as follows:

(a) a major in curriculum, consisting of four half-courses. It is highly recommended that the student take at least one course on research methodology;

(b) a minor in this or another department of OISE, consisting of two half-courses to be selected.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in first- and second-language education. Although many courses appropriate to such study are offered within the Department of Curriculum and other departments in OISE, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the

University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances, in order to differentiate between courses focusing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23. An initial digit of 4 or 5 identifies courses in the Adaptive Instruction interdepartmental specialization.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

1300 F,S,H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, and staff, Regular Session and Summer Session

1300 F,S,H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer, session d'été et session régulière

1301 F Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of the instructor following a personal interview.
J. A. Wilkinson, Regular Session

1303 F,S,H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck, Regular Session

1304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific

area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

1305 F,S,H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross and staff, Regular Session and Summer Session

1307 F Writing in a Second Language

This course focuses on second-language writing, with special attention to research on theory and practice. Literature on mother-tongue writing is included to provide a basis for examining similarities and differences in writing in one's first and second language. Topics include the place of writing among the four language skills, approaches to teaching writing, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming and S. Lapkin, Regular Session (after hours)

1309 F,S,H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H Reading in the School Curriculum

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1313 F,S,H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Par-

ticular emphasis will be given to literacy—its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, Regular Session (after hours)

1315 F,S,H English at the Secondary School Level

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
Staff, Regular Session (after hours)

1316 F,S,H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff, Regular Session

2316 F,S,H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff, Regular Session

1317 F,S,H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley, Regular Session

1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, and staff, Summer Session and Regular Session (after hours)

1319 F,S,H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
M. K. Swain, Regular Session

1320 F,S,H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours)

2320 F,S,H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff, Regular Session

1321 F,S,H The Education of Science Teachers

An examination of problems and issues specific to the preservice and in-service education of science teachers for

both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of the instructor, and either 1320F,S,H or 2320F,S,H or equivalent.
Staff, Regular Session

1324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1326 F,S,H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff, Regular Session

1327 F,S,H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells, Regular Session (after hours)

2327 F,S,H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours)

1331 F,S,H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen, Regular Session

1332 F,S,H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours)

1333 F,S,H Introduction to Language and Communication

A general introduction to language and

communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1333 S Introduction au langage et à la communication

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis : très bonne connaissance du français.
Membre de la faculté à déterminer, session d'été

1334 F,S,H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins, Regular Session

1335 F,S,H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Thème pour l'année : la politique et l'éducation en langue française : l'expérience ontarienne. En tenant compte de la politique fédérale, le cours examinera le développement de l'éducation des Franco-Ontariens et de l'enseignement du français langue seconde.
S. Churchill, session régulière (soirée)

1335 F,S,H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies for minorities in both industrialized and Third World nations are studied with emphasis on practical aspects of school system operations: organization, governance, finance, classroom impact of policy. Trade-offs between different policy instruments are reviewed from the perspective of policy-makers and groups affected.
S. Churchill, Regular Session

1336 F,S,H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of variables such as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session (after hours)

1337 F,S,H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for

English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1337 F,S,H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer, session d'été

1338 F,S,H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie, Regular Session

1339 F,S,H Language Assessment

This course provides an introduction to five areas of (first- and second-) language assessment: listening comprehension, reading comprehension, oral interaction, written expression, and overall language proficiency. Examined within each area are major instruments, proper use of these instruments, and key issues. Particular emphasis is placed on language assessment in a minority setting.
A. Cumming and staff, Regular Session

1345 S Arts & Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
Staff, Regular Session

1346 H Arts & Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth, Regular Session (after hours)

1349 S,H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J. A. Wilkinson, Regular Session and/or Summer Session

1350 F,H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics will vary from year to year depending upon the interests of course members.
Prerequisite: Permission of the instructor.
J. A. Wilkinson, Summer Session and Regular Session (after hours)

1351 S Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: 1350.
J. A. Wilkinson, Regular Session (after hours)

1352 F,S,H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1353 F Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research findings relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson, Regular Session (after hours)

1354 F Teaching and Learning about Science

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral–ethical issues.
D. Hodson, Regular Session (after hours)

1360 F,S,H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross and H. H. Russell, Summer Session and Regular Session (after hours)

1361 F Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and

teacher educators can become their own experts.
C. T. P. Diamond, Regular Session (after hours)

1363 F,S,H Curriculum and Student Evaluation

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1364 S Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson, Regular Session (after hours)

1366 S The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Regular Session and Summer Session

1367 F Creative Arts Special Subject

This course is in two parts: (1) the history of Music *or* Visual Arts *or* Drama Education; and (2) modern research in Music *or* Visual Arts *or* Drama Education.
Prerequisite: Teacher's Certificate Part 3 in Music *or* Visual Arts *or* Drama Education (or equivalency).
D. Booth, Regular Session (after hours)

1369 F Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling—in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R. J. Morgan, Regular Session (after hours)

1379 F,S,H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not as-

sumed that students will have a background in philosophy.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
Staff, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

1384 H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
C. G. Wells, Regular Session (after hours)

1386 F,S,H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon, Regular Session

1387 S Research Seminar in Second-Language Literacy Education

A seminar to examine recent research on literacy education in second, foreign, or minority languages and for advanced students to conduct preliminary research or develop thesis proposals in this area. Topics include cognitive processes in reading and writing tasks across languages, social functions of biliteracy, case studies of literacy programs for minority populations, and evaluation research on second- and foreign-language literacy instruction.
A. Cumming, Regular Session

1388 S Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is

to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie, Regular Session (after hours)

1388 S Les méthodes de recherche en éducation : l'approche qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données : l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie, session regulière (ne sera pas offert en 1992/93)

1389 F,S,H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon, Regular Session

1393 F Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching–learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant–observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger, Regular Session (after hours)

1394 S Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R. J. Morgan, Regular Session (after hours)

1396 S Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports qui s'établissent entre les hommes et les femmes dans la société.

L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie, session regulière (soirée)

1398 F,S,H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
J. A. Wilkinson, Regular Session and Summer Session

1399 F,S,H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
F. M. Connelly, Regular Session

3300 F,S,H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff, Regular Session

3301 F,S,H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff, Regular Session (daytime)

3303 F,S,H Personal Modes of Classroom Knowing: A Seminar on Teacher and Student Narrative Experience

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature on narrative and storied experience with an emphasis on ongoing research and a "practical" assignment define the course outline.
Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.

B. S. Kilbourn, Regular Session

3306 S Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

J. Weiss, Regular Session

3308 F,S,H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.

J. Weiss, Regular Session

3309 F,S,H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

F. M. Connelly and staff, Regular Session

3310 F,S,H Research Seminar in Reading

A critical examination of recent research related to the field of reading. Research on the cognitive, perceptual, and linguistic processes involved in reading will be covered. Consideration will be given to the types of research designs and the methods of collecting and analysing data.

K. E. Stanovich, Regular Session

3312 F The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3313 F,S,H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school cur-

riculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session

3314 F Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan, Regular Session (after hours)

3318 S Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins, Regular Session

3319 F,S,H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M. K. Swain, Regular Session

3320 F,S,H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson, Regular Session

3324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3332 F,S,H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen, Regular Session

3336 F,S,H Aspects of the Study of Interlanguage in Education

This course is intended for students wishing to investigate current theoreti-

cal, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.
Prerequisite: 1332F,S,H or 1336F,S,H.
Staff, Regular Session

3346 F,S,H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime)

3347 F Arts & Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F.
R. Courtney, Regular Session (not offered in 1992/93)

3348 F Arts Education: Drama and Ethnology

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F.
R. Courtney, Regular Session

3352 F,S,H Individual Reading and Research in Curriculum

Description as for 1352F,S,H.

3365 F,S,H Curriculum Issues in Preschool and Primary Education

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focuses on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.
Prerequisite: Permission of the instructor.
E. M. Regan, Regular Session

3368 F The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310F,S,H, 1311F,S,H, and 1381S in the Department of Curriculum are included in this specialization.

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.
D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Instruction and Special Education

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. J. Wilson, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction and Special Education

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
C. R. Musselman, H. Silverman, and A. J. Wilson, Regular Session and Summer Session

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is coun-

selling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of adaptive instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, H. Silverman, J. Wiener, and A. J. Wilson, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Instruction and Special Education

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the

remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction and Special Education

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of the instructor.
D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.
L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction and Special Education
An in-depth study of specific issues in adaptive instruction and special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.
H. Silverman, Regular Session

5298 F,S,H Special Topics in Adaptive Instruction: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications
1505 F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

The following courses might also be of special interest to students in Curriculum:

Applied Psychology
1211F,S,H Psychological Foundations of Early Education
3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

The following courses may be taken for credit in the Department of Curriculum:

History and Philosophy of Education
1447F,S,H Technology in Education: Philosophical Issues
1459F,S,H Creativity and Education

EDUCATIONAL ADMINISTRATION

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor, and Chairperson of the Department
(leadership development for school and college administrators; selection, supervision, and evaluation of personnel; organizational development; administration of change)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
John E. Davis, Ph.D. (Toronto)
Professor
(program design, implementation, and evaluation; small schools issues; school board relationships; organizational culture)

Alan F. Brown, Ph.D. (Alberta)
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

David J. Corson, Ph.D. (London)
Professor
(language policy and planning; minority schooling; school to work; discourse and power; social research theory and methods)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Edward S. Hickcox, Ed.D. (Cornell)
Professor
(internal functions of school boards and school systems; trustee/administrator relationships; performance appraisals)

Mark Holmes, Ph.D. (Chicago)
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes and improvement of schooling; administrative aspects of student evaluation)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to the Higher Education Group
(collective bargaining in the public sector)

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning; policy analysis and decision-making; computers in educational administration;

gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Assistant Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; Native and minority education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Paul T. Begley, Ed.D. (Toronto)
Associate Professor, OISE Midwestern Centre
(administrative values; planned educational change; school improvement processes; leadership development)

J. Bradley Cousins, Ph.D. (Toronto)
Assistant Professor, OISE Trent Valley Centre
(knowledge utilization; program and personnel evaluation; principal's role in planned school change)

ASSOCIATED INSTRUCTOR:

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Provincial Judge of Ontario
(legal context of education)

PROFESSORS EMERITI:

Thomas B. Greenfield, Ph.D. (Alberta)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
E. Brock Rideout, M.Ed. (Toronto)

PROGRAMS

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
(a) Seven years' experience as a school business official or in some other aspect of school administration;
(b) Two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) An educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1991/92, the full-time annual fee was $2220 and the half-course fee was $333.

Program of Study

The program of study consists of:
(a) 1040 and 1041, which are normally taken first;
(b) Two half-courses related to school board management, which normally include 1017;
(c) Two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact D. S. Musella, Coordinator, Diploma of Advanced Studies in Educational Administration, Department of Educational Administration.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

Departmental Requirements

In addition to the general requirements in the "General Requirements for Admission and Degrees" section of this Bulletin, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

(a) A good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;

(b) Successful experience in administrative tasks;

(c) An interest in the study and practice of administration;

(d) A professional commitment to education;

(e) Academic qualifications beyond the first degree;

(f) Two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There is only one option within the M.Ed. program in Educational Administration. It consists of ten half-courses plus a comprehensive examination. This program is designed primarily for the practitioner. It comprises:

(a) 1040 Conceptual Bases for Understanding School and School System Administration; and 1041 The School, the School System, and Society in an Administrative Context;

(b) One of 1016, 1022, 1025, 1026, 1034, 1036, 1037, 1039 (School Operation and Planning);

(c) One of 1001, 1009, 1012, 1013, 1019, 1020, 1023, 1024, 1028, 1047, 1048 (People in Organizations);

(d) One of 1017, 1018, 1027, 1030, 1033, 1035 (External Influences on Education);

(e) Five other courses of which at least one must be in Educational Administration;

(f) Successful completion of the comprehensive examination, which may not be taken until six courses in the program have been satisfactorily completed. The examination is given annually on a Saturday in May.

Students contemplating applying to a doctoral program (which requires a Qualifying Research Paper before admission) should plan their M.Ed. courses particularly carefully with their faculty advisor. It may be possible to integrate such research courses as 1010Y and 1003F,S,H into their M.Ed. program. It is the student's responsibility to find a faculty member who will supervise the development of an appropriate research paper.

The program should begin with the two compulsory courses, 1040 and 1041. The three restricted-choice courses should normally be taken next. This policy is particularly important for those who wish to take the comprehensive examination after six courses.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department,

by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session, or first or second term of the Regular Session.

OFF-CAMPUS COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1992 Summer Session and the 1992/93 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Departmental Requirements

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;
—ability to work with people;
—leadership style; and
—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

Program of Study

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)

(c) Two courses in one of three areas of concentration as follows:

—Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3041, 3047)

—Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)

—Area 3: Policy, the School, and Educational Change (3017, 3022, 3037, 3041, 3047)

(d) Elective courses. Two elective courses, which may be taken at the master's level, are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.

(e) Ed.D. candidates are required to take a comprehensive examination during their program of study.

(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:

1. Administrative Power and School Culture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013,

3018, 3022, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement (a) should describe the applicant's past professional and educational experience; (b) should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and (c) must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of the student's interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator, M. Holmes.

Departmental Requirements

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see the "General Requirements" section). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator. The general admission requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section of this Bulletin.

Program of Study

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined in the Ed.D. program above.

(b) One minor of at least two half-courses. Normally the minor will include 3042 and 3043. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a minor in a different area of specialization. On the recommendation of the faculty advisor, the student may take the minor outside the department.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination during their program of study.

A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H The School as a Social Invention

A look at alternatives to traditional organization theory. Students will explore various interpretive, critical, and postmodern theories to assist them in understanding the social realities of school and administration. Topics may include conflict, deviance, inequality, administrative morality, and responsibility, among many others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.
J. J. Ryan

1003 F,S,H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.
S. B. Lawton and S. Padro

1004 F,S,H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
J. B. Cousins, S. Padro, and staff

1009 F,S,H Administrator–School Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y Research Seminar in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. Padro and staff

1012 F,S,H Clinical Analysis of the Administrative Process

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis and D. F. Musella

1013 F,S,H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis, M. Holmes, and K. A. Leithwood

1017 F,S,H Educational Finance

Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them.

Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H Political Skill in the Education Arena

Practical considerations in solving political problems in and around schools. Special attention to timing, advising, coalition-building, and taking stands. Focuses on teacher, administrator, trustee, media, and citizen-activist roles in a mix of communities and current issues. Readings include procedural, fictional, and conceptual material.
R. G. Townsend

1019 F,S,H Ethics and Educational Administration

Justice is the first virtue of social institutions, including and especially schools, colleges, and universities. Administrators in education are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D. J. Corson

1020 F,S,H Teachers and the Administrative Process

This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
M. Holmes and staff

1023 F,S,H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and at-

tempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
A. F. Brown

1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to expanding the learner's experience rather than organizing it.
A. F. Brown and D. F. Musella

1025 F,S,H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy.
M. Holmes

1026 F,S,H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
J. B. Cousins and E. S. Hickcox

1027 F,S,H The Economic Context of Educational Administration

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H Policy Delivery and Schools

How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration.
R. G. Townsend

1029 F,S,H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural

problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
Staff

1033 F,S,H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations that illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
Staff

1034 F,S,H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

1035 F,S,H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

1036 F,S,H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, infor-

mation development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
Staff

1037 F,S,H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

1038 F,S,H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

1039 F,S,H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

1040 F,S,H Conceptual Bases for Understanding School and School System Administration

Focus is on concepts both historical and emerging significant to the understanding of school and school system administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on school administration. An effort is made to connect concepts to the reality of school operation.
A. F. Brown, J. E. Davis, E. S. Hickcox, J. J. Ryan, and staff

1041 F,S,H The School, the School System, and Society in an Administrative Context

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational

opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of the school, the school system, and their administration.
A. Hargreaves, M. Holmes, D. F. Musella, S. Padro, J. J. Ryan, and staff

1047 F,S,H Managing Changes in Classroom Practice

Basic assumptions underlying alternative approaches to school improvement, planned change, and curriculum implementation are examined. A model for planned change is used to identify those tasks central to effective change. Procedures for carrying out such tasks in relation to the teacher's role are examined. Special attention is given to the problem of evaluating the nature and degree of change in classroom practice. The course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities. See also courses 1048 and 3047.
K. A. Leithwood

1048 F,S,H The Administrators' Role in School Improvement

A companion to course 1047, the course is based on the same model for planned change. Tasks central to effective administration and leadership in improving school effectiveness are identified and procedures for carrying out these tasks are examined. Ethical issues associated with administrative intervention are identified and alternative approaches to such issues discussed. This course will be of interest to elementary and secondary school teachers, administrators, and support personnel with department, school, and school system responsibilities.
K. A. Leithwood

1052 F,S,H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H Dynamics of Organizational Behavior

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership–cathexis, consensus–conflict, eustress–distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H Problems in the Finance and Economics of Education

Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal

with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

3022 F,S,H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
M. Holmes

3024 F,S,H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises (such as peer-coaching training), through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

3037 F,S,H Planning the Management of Educational Organizations

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.
Prerequisite: 1036F,S,H or 1037F,S,H or 1039F,S,H or permission of the instructor.
Staff

3040 F,S Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J. E. Davis

3041 F,S Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

Required for Ed.D. students. An elective for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
E. S. Hickcox and staff

3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
A. Hargreaves and staff

3043 F,S,H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.
S. B. Lawton and S. Padro

3044 S Internship in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
E. S. Hickcox

3047 F,S,H Research Seminar on the Management of Educational Change

A seminar examining methodological problems and approaches to research on planned change, improving school effectiveness, and implementing curriculum innovations. Substantive sets of problems for research will be identified, in part, using a model for planned change (see courses 1047, 1048). Alternative methodologies will be assessed for their usefulness in exploring each set of problems. Students will be encouraged to reflect on their own thesis research in the seminar; ongoing faculty research will also be used to exemplify issues and solutions.
Some direct involvement in ongoing research will usually be provided.
K. A. Leithwood

3052 F,S,H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052F,S,H.

HIGHER EDUCATION GROUP

Ian Winchester, D.Phil. (Oxford)
Professor, and Chairperson of the Department, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

Graduate Studies Academic Secretary: Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

George L. Geis, Ph.D. (Columbia)
Professor
(design of instructional systems; the professoriat; faculty development)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative education; higher education in China)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

John W. Holland, Ph.D. (Syracuse)
Associate Professor
(public finance and educational policy; comparative education)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to Educational Administration
(collective bargaining in the public sector)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration

Cicely Watson, Ph.D. (Harvard)
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

ASSOCIATED INSTRUCTORS:

Niall P. Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Doreen Cleave-Hogg, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(staff and instructional development in medical education)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(evaluation of health professional education)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto
(administration and management of

universities; planning in higher education)

Charles E. Pascal, Ph.D. (Michigan)
Deputy Minister of Community and Social Services, Province of Ontario (administration of community colleges; organizational and professional development in postsecondary institutions)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education (institutional and systems planning; forecasting techniques; manpower planning)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Bernard J. Shapiro, Ed.D. (Harvard)
Deputy Minister of Colleges and Universities, Province of Ontario (policy studies in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Provincial Judge of Ontario
(higher education and the law)

PROGRAMS

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development).

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

MASTER OF EDUCATION

Students will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education program are required to register in the M.Ed. Option II program, and all those commencing their program after April 1, 1991, must take the comprehensive examination. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION

In addition to the general requirements for Ed.D. admission as outlined in the "General Requirements" section of this Bulletin, the Higher Education Group specifies the following:
(a) A University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;
(b) At least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;
(c) A personal interview with the candidate to be arranged when possible;
(d) An acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

Program and Pattern of Study

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;
(b) A written comprehensive examination;
(c) A thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;
(d) A minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY

Ordinarily the Ph.D. program consists of:
(a) Six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education (the candidate's major subject), and two in the minor field. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;
(b) A written comprehensive examination, usually taken in the second term of the second residence year;
(c) A thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F The History of Higher Education in Canada: An Overview

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut and staff

1802 S Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1801F may be waived.
Staff

1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H The Community College

An examination of the development of non-degree-granting institutions and an analysis of the problems that face such institutions.
Staff

1806 F Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

1807 F,S,H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D. W. Lang

1809 F Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

1811 F,S,H Institutional Research and Planning

A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to 1807F,S,H, which has a systems focus.
S. Quazi and D. W. Lang

1812 F,S,H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs. This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
Staff

1813 F,S,H Research in the University

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of

teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and nonformal sectors, and identify factors that contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.
M. L. Skolnik

1822 F The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
I. Winchester

1823 S Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester

1824 F,S,H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural

briefs, and other aspects of facilities planning will be surveyed.
D. N. Wilson and S. Quazi

1825 F Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.
R. E. S. Hayhoe

1826 S Comparative Higher Education: Part II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education.
Either 1825F or another course in comparative education is prerequisite for this course.
R. E. S. Hayhoe

1827 F,H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

1828 F,S,H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G. L. Geis

1840 F,H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institution-

al budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S,H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

1852 F,S,H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
G. L. Geis and A. Hildyard

3806 S Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S,H The University under Communism

This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral

part of their knowledge system. The following broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.
Staff

3810 F,S,H International Academic Relations

This course will take the literature of international relations as its base, then look at issues of culture and knowledge in the international context. Practical topics for exploration include the role of universities in international development activity, relations between universities and such international agencies as UNESCO and the World Bank, international student/scholar exchanges, and the university's responsibility on issues of peace and human rights.
Staff

3820 F,S,H Special Topics in Higher Education: Doctoral Level

Description as for 1820F,S,H.
Staff

3852 F,S,H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852F,S,H.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

HISTORY AND PHILOSOPHY OF EDUCATION

Dwight R. Boyd, Ed.D. (Harvard)
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; philosophical psychology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Deanne Bogdan, Ph.D. (Toronto)
Associate Professor
(philosophy of literature and literature education; literary theory; aesthetics and education; poetic apologetics; censorship; epistemology of literary response; feminist criticism, aesthetics and pedagogy)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; literature education)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

David Levine, Ph.D. (Cambridge)
Professor
(social modernization and economic change; historical demographic and social structural analysis)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
("Continental European" philosophy and education; democracy and education; social philosophy and American pragmatism; Marxism; neo-Marxism and the postmodernist discussion)

E. Christopher Olsen, Ph.D. (London)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; European intellectual history; twentieth-century German history)

Alison Prentice, Ph.D. (Toronto)
Professor
(history of Canadian education; nineteenth-century educational history; women's history and education; history of American education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

Ian Winchester, D.Phil. (Oxford)
Professor, cross-appointed from the Higher Education Group

PROGRAMS

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION

The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional training and experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The distinguishing feature of the Ed.D. program consists of two Ed.D. seminars (3490 and 3491). Designed to facilitate thesis research and writing, these two seminars are normally taken in two consecutive terms and preferably not before the student's thesis project is well defined. Attention is also drawn to the two doctoral practica (3494 and 3495) for those students with a practical or applied dimension to their thesis project.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

All Ed.D. students commencing their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a (full-time or part-time) program consisting of six half-courses and a thesis. Four of the six half-courses should be taken in the area of specialization in this department; for history students one of these must be 1419. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses within this department. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section. Ph.D. students specializing in History of Education are required to take course 1419.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education

(D. Levine, R. R. Pierson, A. Prentice)
Courses—1418, 1421, 1422, 1426, 3414, 3418, 3421, 3423. (See also Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section for further information.)

History of Schooling in Canada

(W. Brehaut, A. Prentice)
Courses—1403, 1404, 1414, 1416, 1417, 1425.

Philosophy of Literature in Education

(C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester)
Courses—1459, 1462, 1484, 1485, 3436.

Moral/Values Education

(C. M. Beck, D. R. Boyd, J. A. Eisenberg)
Courses—1116, 1303, 1441, 1443, 1485, 3441, 3443.
Faculty in other departments who deal with issues in moral/values education include: Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (Curriculum/FEUT); and John Davis and Mark Holmes (Educational Administration). In addition, members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum experience. These include Peter Evans (Ottawa); Jack Miller (St. Catharines); and John Ross (Peterborough). Several members of FEUT are also active in the area of moral/values education. Relevant courses in other departments of OISE that may be of interest include: 1209, 3247, and 3248.

Other focuses include such areas as:
—immigration, ethnicity, and multiculturalism in education
—religious education
—law and social issues in education
—critical social theory and critical pedagogy
—creativity and aesthetics
—working-class education
—developmental epistemology and theories of knowledge
—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

1402 F,S,H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson (not offered in 1992/93)

1403 F,S,H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective). (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H History of Education in Canada: Selected Topics

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.
Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1407 F,S,H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine (not offered in 1992/93)

1414 F,S,H Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1416 F,S,H Ontario Education

A seminar focusing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H Politics in the History of Canadian Education

This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H The Role of Education in Theories of Women's Emancipation: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H Research Seminar in the History of Education

Discussions of issues in historiography. Compulsory for M.A. and Ph.D. students in History of Education developing a thesis topic.
D. Levine

1420 F,S,H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice and R. R. Pierson

1422 F,S,H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1424 F,S,H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the educational work undertaken by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of

reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
A. Prentice and R. R. Pierson

1428 F,S,H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policymakers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H Theory of Knowledge in Educational Inquiry

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H Political Thought, Human Rights, and Education

A general introduction to political and social thought by way of a discussion of human rights and human rights education in formal and informal education. The liberal, Marxist, and social democratic traditions may be considered in relation to this issue. There will be a focus on human rights discussions and questions of democratic development both in Canada and in a few selected "Third World" countries, especially within Latin America. No background in philosophy required.
D. Misgeld

1435 F,S,H Democracy and Education

An interpretation of contemporary political thought on the background of American pragmatism and its transformation in contemporary philosophy and social theory. The relevance of educational theory and of educational reform for the development of democracy.
D. Misgeld

1436 F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness

A discussion of liberalism and the Enlightenment, as well as of socialism and Marxism, with reference to the debates about modernity and postmodernity. At issue is the question whether the historical project of modernity (of modern societies) and of the social and political transformations envisaged in it can be said to be coming to an end. The critical theory of society will be used as the central example for a theory of modernity.
D. Misgeld

1437 F,S,H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1440 F,S,H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

1446 F,S,H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers —i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

D. R. Boyd

1447 F,S,H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

J. A. Eisenberg

1448 F,S,H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.

D. Levine

1449 F,S,H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.

J. A. Eisenberg

1450 F,S,H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.

I. Winchester

1451 F,S,H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes

of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H Individual Reading and Research in the Philosophy of Education: Master's Level

Description as for 1452F,S,H.

1454 S History of Educational Research in Canada

A seminar course on historical trends in the nature, conduct, and reporting of research in education in Canada and in those countries that have had an impact on the study of education in this country. Research in a variety of specific educational areas will be examined: e.g., psychology and measurement, administration and supervision, classroom management and methods, teacher education and the teaching profession, philosophy of education, history of education, and comparative education.
W. Brehaut

1456 F,S,H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1459 F,S,H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H Women, Literature, and Education

This course focuses on several ways in which education relates to women and literature. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the influence of the feminine novel on education of women will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double

standard, and social effects of fictional role models. It also examines connections between educational goals and the rise of female aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H Religious Education

An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1481 F,S,H Worldview Education: Religious and Non-religious Perspectives

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

1482 F,S,H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1484 F,S,H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of teaching literature. Topics include the justification for and censorship of literature; literature as message, object, process; the epistemology of literary response and its moral/aesthetic/ideological implications; the politics of English studies as a discipline.
D. Bogdan

1485 F,S,H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Implications for the teaching of literature, and connections between literature studies in schools and the serious study of values will be explored.
D. Bogdan

1489 F,S,H Personal and Social Education

This course is concerned with how to develop a personal and social "way of life" as distinct from a value system or a worldview. The components of a way of life are discussed, and applied to specific life areas such as family, work, leisure, and community. Each student in the course is expected to develop a curriculum unit for "way of life education" at the child or adult level.
C. M. Beck

3414 F,S,H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and

American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
A. Prentice

3417 F,S,H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Course content and evaluation will be divided between seminar readings and reports of student research. Students should have in mind a relevant topic when they register. Limited enrolment.
Prerequisite: 1462F,S,H or permission of the instructor.
D. Bogdan

3418 F,S,H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

3421 F,S,H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

3423 F,S,H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3428 F,S,H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428F,S,H, 1429F,S,H, or permission of the instructor.
H. M. Troper

3436 F,S,H Aesthetics and Education

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan and I. Winchester

3437 F,S,H Research Seminar in Religious Education

Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
C. M. Beck

3441 F,H Research Seminar in Moral Education: Part I

3443 S,H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of the instructor.
D. R. Boyd

3446 F,S,H Metaphysics and Human Traditions in Education

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3447 F,S,H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld

3452 F,S,H Individual Reading and Research in the History of Education: Doctoral Level

Description as for 1452F,S,H.

3453 F,S,H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for 1453F,S,H.

3461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H Religious Dimensions of Social Ethics

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3490 F Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490F.
Staff

3494 F,S,H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their

particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H Doctoral Practicum in the History and Philosophy of Education: II
See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Curriculum
1303F,S,H Values and Schooling (C. M. Beck)

Higher Education
1801F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970S Sociological Theory in Education (D. Misgeld)

INSTRUCTION AND SPECIAL EDUCATION

Anne Jordan Wilson, Ph.D. (Toronto)
Associate Professor, and Chairperson of the Department
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Graduate Studies Academic Secretary:
Harry Silverman, Ph.D. (London)
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; service and delivery models)

Admission inquiries should be addressed to:
Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

Malcolm Garber, Ph.D. (Southern California)
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

John R. Kershner, Ph.D. (Toronto)
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Carol R. Musselman, Ph.D. (Michigan)
Associate Professor
(education of children with communication disorders; linguistic and social development of hearing-impaired children; mother–child and teacher–child communicative interaction)

Uri Shafrir, Ph.D. (York)
Assistant Professor
(learning disabilities; computer-based assessment and programming for exceptional children)

Linda Siegel, Ph.D. (Yale)
Professor
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; the cognitive consequences of

literacy; information processing models of reading; cognitive science; critical thinking)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social skill development in normally achieving and learning disabled children and adolescents; curriculum-based and dynamic assessment; learning disabled adults; the consulting process)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

ASSOCIATED INSTRUCTORS:

Judith Friedland, Ph.D. (Toronto)
Assistant Professor and Psychosocial Coordinator, Department of Rehabilitation Medicine, Faculty of Medicine, University of Toronto

Thomas W. Humphries, Ph.D. (Northwestern)
Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto

Mary Konstantareas, Ph.D. (Toronto)
Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Denise Reid, Ph.D. (Toronto)
Assistant Professor and Neuroscience Coordinator, Department of Rehabilitation Medicine, Faculty of Medicine, University of Toronto

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute, Toronto

NOTE ON ADMISSIONS PROCEDURES

The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Applicants to the doctoral programs are required to submit two professional and two academic letters of reference. Master's candidates are required to submit two letters only. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

PROGRAMS

The Department of Instruction and Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one Regular Session and one Summer Session are required for completion.

Students who have an Ontario Teacher's Certificate will find that certain courses in the department have been granted equivalence for Part I and/or

Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and see the department's Student Handbook regarding which courses are accepted for these additional qualifications.

The department is offering three program specializations (listed below) by establishing groups of courses with a coherent theme. Although applicants must select a specialization, all courses are open to all students in the department, regardless of the specialization selected, provided prerequisite requirements have been completed. When space is available, students from other departments are also welcome.

Students should consult the department's Student Handbook for details of requirements and programs.

Special Education

This specialization has the dual objective of broadening candidates' general background in special education and developing specialized knowledge in at least one area of concentrated study. It is also designed to serve candidates interested in severe learning difficulties such as multiple-handicapping conditions and sensory loss and in learning and emotional problems. However, courses listed under the Adaptive Instruction specialization are applicable to Special Education candidates and should be included in each student's program.

Adult Learning and Special Needs

This specialization is designed to meet the needs of candidates working with adults with special needs in a variety of settings including community colleges, universities, literacy programs, and community residential, work, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace. Internship experiences are also available. Specific courses associated with this specialization include 1273, 1281, 1282, 1284, 1285, 1286, 1290, 1298, 4274, 4275, 4280, 4283, 4287, 4288, 4292, 4293, 4295, 4299, 5280, 5286, 5292.

Adaptive Instruction

This program is an interdepartmental specialization between the Department of Instruction and Special Education and the Department of Curriculum. It has two focuses:

1. Individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom.
2. Reading and reading disability: classroom-based aspects of reading, reading disability, and research in the acquisition of normal and exceptional reading abilities.

Applied Cognitive Science

Registrants in the Department of Instruction and Special Education also have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department who are associated with the interdepartmental specialization in Applied Cognitive Science are: Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel, and Keith Stanovich.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge, expertise, and experience have been identified as fundamental for any student enrolled

in the Department of Instruction and Special Education, regardless of the degree sought, the specialization selected, and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in two core areas:
(a) Current issues in adaptive instruction and special education,
(b) Interpretation of research in adaptive instruction and special education.

In practice, establishing this proficiency usually requires students to take 4280 Issues in Adaptive Instruction and Special Education, and 4293 Interpretation of Research in Instruction and Special Education, as the *first* two courses in the department.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Instruction and Special Education. The remaining courses may be chosen from within the department, from other departments of OISE, or from other graduate departments at the University of Toronto. Please note that courses in the Adaptive Instruction specialization count toward the four half-course requirement for students registered in either the Department of Instruction and Special Education or the Department of Curriculum.

Students are also encouraged to participate in colloquia and informal research meetings organized by the department. They are strongly encouraged to undertake a field experience component in their program, such as placements in schools, clinics, and agencies in which exceptional children are taught.

MASTER OF EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

In the Department of Instruction and Special Education the M.Ed. degree is pursued under Option II, eight half-courses and a major research paper (MRP), for all students commencing their M.Ed. degree program after July 1, 1991. Two of the courses, 4280 and 4293, will be devoted to the core areas described previously. The following course is also strongly recommended: 4274 Research Planning in Instruction and Special Education. This course is designed to assist students in the preparation of the MRP.

The MRP will be directed by a faculty member selected by the student. Possible MRP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research, in-depth single-case or policy analyses, curriculum materials development, and professional development programs.

MASTER OF ARTS

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue a research career or clinical work in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Instruction and Special Education, two of which encompass the core areas described above. In addition students are recommended to take two courses, 4274 Research Planning in Instruction and Special Education and 4295 Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level, to assist in the preparation of a master's thesis.

The master's thesis will be directed by a committee of two faculty members. The master's thesis is a formal research project that differs from the major research paper (MRP) in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research.

DOCTOR OF EDUCATION

The Ed.D. program in Instruction and Special Education is intended primarily for educators who have demonstrated their practical capabilities in education, and who intend to continue their professional careers as field-oriented leaders. Students with the M.Ed. degree who wish to proceed to doctoral studies in Instruction and Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A– average is ordinarily required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program. Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, research, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Please see the department's Student Handbook for details of the internship requirements. Candidates are encouraged to take most of their courses on a part-time basis prior to their year of residence, since it is recommended that the year of residence be used primarily to commence the thesis.

As part of the program, students will be required to take at least four half-courses in the Department of Instruction and Special Education, including 5280 Research Seminar in Adaptive Instruction and Special Education and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Education with specialization in Instruction and Special Education is designed for those who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine courses from this department with courses in curriculum, psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Instruction and Special Education or its equivalent and have completed a thesis. An A– average is ordinarily required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See the description of the QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described in the "General Requirements for Admission and Degrees" section of this Bulletin.

Students will be expected to take at least four half-courses in the Department of Instruction and Special Education or in the joint program in Adaptive Instruction, including 5280 Research Seminar in Adaptive Instruction and Special Education. A comprehensive examination is required. For details consult the faculty advisor. Students who do not have sufficient background in statistics or research methodology will be required to take additional courses in the doctoral program.

Other coursework will be devised in consultation with a faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and may include one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first digits in the course number are 127, 128, or 129 (specialization in Special Education) or 42 or 52 (specialization in Adaptive Instruction). Most of the courses listed below will be offered in the evening from 5:30 to 8:30.

SPECIALIZATION IN SPECIAL EDUCATION

1273 S Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay, Regular Session

1281 F,S,H The Education of Developmentally Delayed People and Slow Learners

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues related to mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
M. Garber and staff, Regular Session and Summer Session (offered as required)

1282 F,S,H The Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman, Regular Session (offered as required)

1284 F,S,H Behavior Disorders in Relation to Education

Behavior disorders in children and young people; the diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized. Lectures, case presentations, demonstrations, and readings.
M. Garber and J. Wiener, Regular Session and Summer Session

1285 F,S,H Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries and L. Siegel, Regular Session and Summer Session

1286 F,S,H Approaches to the Teaching of Learning Disabled Adolescents and Adults

A critical evaluation of the approaches that are typically employed in the education of learning disabled adolescents and adults. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1290 F,S,H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1298 F,S,H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.
D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Instruction and Special Education

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. J. Wilson, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction and Special Education

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
C. R. Musselman, H. Silverman, and A. J. Wilson, Regular Session and Summer Session

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the

courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, H. Silverman, J. Wiener, and A. J. Wilson, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Instruction and Special Education

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

In addition to the courses listed above, the following three courses in the Department of Curriculum are also included in the Adaptive Instruction specialization:

1310 F,S,H Reading in the School Curriculum

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction and Special Education

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of the instructor.
D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also

explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.
L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction and Special Education

An in-depth study of specific issues in adaptive instruction and special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.
H. Silverman, Regular Session

5298 F,S,H Special Topics in Instruction and Special Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications
1505F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor, and Chairperson of the Department
(computer technology; curriculum uses of computers; instrumentation; software development)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed from Applied Psychology

Donald F. Burrill, Ph.D. (Cornell)
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed from Curriculum

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical microworlds and programming environments for children; design of intelligent coaching within microworlds; computer applications in mathematics education)

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(data analysis and statistics; mathematics education)

Sar B. Khan, Ph.D. (Florida State)
Associate Professor
(cognitive, affective, and career skills assessment)

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(data analysis; evaluation; assessment of achievement)

G. Philip Nagy, Ph.D. (Alberta)
Associate Professor
(measurement, evaluation, data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive video; research in instructional and media design; expert systems)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed from Educational Administration

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed from Curriculum

Marlene Scardamalia, Ph.D. (Toronto)
Professor, and Head, Centre for Applied Cognitive Science
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

George S. Tracz, Ph.D. (Toronto)
Associate Professor
(learning and decision-making in intelligent organizations; cognition and thinking in organizations; decision conferencing; computer-supported cooperative work)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, cross-appointed from Curriculum

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

Harvey Goldstein, B.Sc. (Manchester)
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

Graham F. Scott, B.A. (Toronto)
Project Director, MECA

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Marielle G. Simon, Ph.D. (Toronto)
Assistant Professor, and Head, OISE Ottawa Valley Centre
(language, teaching resources, EFL, FSL, ESL; policy studies around delivery of language education)

Peter J. Evans, M.Ed. (Toronto)
Project Director, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing—elementary, secondary, and postsecondary)

PROGRAMS

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper); see the M.Ed. program in the "General Requirements for Admission and Degrees" section of this Bulletin. See that section also for M.A., Ed.D., and Ph.D. requirements.

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialties.

Students are expected to have an account on the OISE VAX computer and to learn to use E-Mail, the PARTI Conference system, and specialized software (e.g., statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the VAX (free software available).

Computer Applications

This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications. These skills may be acquired through non-credit course 1506. Details and enrolment forms for this course are available from the MECA department. Specific areas of applications and methodology follow in other 1500-level courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1504 or 1660 is strongly encouraged. In the doctoral program, at least four doctoral-level courses will ordinarily be required.

Evaluation

Students develop knowledge and skills in social program evaluation, pupil evaluation, and large-scale assessment of education. Evaluation of a wide range of social programs is included under "program evaluation," such as health care delivery, labor education, nursery and preschool, manpower training, services to exceptional children, and higher education. Pupil evaluation pervades the educational enterprise at all levels. Large-scale assessment is a specialty emerging in its own right, incorporating educational program evaluation.

To be competent in research, students need to acquire knowledge and skills in both quantitative and qualitative methods. Courses 1613, 1654, 1660, 1666, and 1520 provide foundation knowledge and skills. Courses 1610, 1615, 1619, and 1670 will be relevant to some programs, as will courses in other departments—e.g., 1137 Evaluation of Adult Education Programs; 1360 Evaluation of Curriculum and Instruction; and 1363 Curriculum and Student Evaluation. At the doctoral level, 3610 and 3666 are required; at least two other doctoral-level courses are ordinarily required.

Measurement

M.A. and Ph.D. programs in this specialty develop researchers in the fields of measurement and quantitative methods and theory. Training is provided in the areas of statistics, test theory, scaling, factor analysis, test development, and research methods appropriate for the design and execution of empirical investigations.

Students who enter the M.A. program in Measurement with the intent of pursuing a Ph.D. degree are advised to take the following courses: 1670 and 3666. Those students entering the regular Ph.D. program with M.Ed. or M.A. degrees from other universities or other OISE programs should have taken the equivalent of these courses or plan to take them as part of their Ph.D. program. Ph.D. students are ordinarily required to take at least four 3600-level courses.

M.A. and Ph.D. students in Measurement are expected by the end of their first year of residence to demonstrate competence in data processing. Successful completion of 1520 or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in matrix algebra (take 1602 if necessary) and calculus is expected of Ph.D. candidates.

FOCUSES

Students in MECA may be interested in one of the following focuses.

Applied Cognitve Science

Registrants in Measurement, Evaluation, and Computer Applications have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department associated with this specialization are William Olivier and Marlene Scardamalia. Contact Marlene Scardamalia for further information.

Instructional/Educational Technology

Students and faculty involved with this focus engage in the study and design of systematic instruction, utilizing as fully as desirable aids such as television and multimedia computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, taking account of what is known about human learning and development. Opportunities are available for practical experience, but students should not expect to become specialists in the technical aspects of media and computers. Relevant courses include 1518 as a foundation, and 1501, 1505, 1509, 1511, 3503, 3511. Interested students are urged to consult W. P. Olivier.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1992/93 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered.

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for Theses, QRP's and Orals*, and the admission requirements in the "General Requirements" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note item 2(f) in the "Application for Admission" section of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted at the time of application. The application will not be considered without it.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35. Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36. Courses 1504, 1520, 1660, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1503, 1505, 1506 (Non-Credit), 1515, 1517, 1601 (Non-Credit), 1610, 1611, 1615, 1660, 1666, 3666. Please consult the OISE Summer Session or Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1501 F,S Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.

S. Churchill and W. P. Olivier

1503 F,S,H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended

as the first course taken in this field. Topics, representative of concerns of other computer applications courses, may include: computers in the classroom, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis, administrative applications, communications technologies, Hypertext, Artificial Intelligence applications.
Note: No previous experience required. This is not a skills-oriented course, but completion of, or concurrent registration in, 1506F,S,H (Non-Credit) is highly desirable.
R. S. Cohen, R. K. Logan, G. S. Tracz, and staff

1504 F,S,H Research Practicum in Measurement, Evaluation, and Computer Applications

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
Staff (offered as required)

1505 F,S,H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Prerequisites: Proficiency in at least one programming language and 1518F.
W. P. Olivier

1506 F,S,H Prerequisite Skills in Computer Applications (Non-Credit)

Students enrolled in MECA courses without a background in the use of computers are advised to take this eight-session (sixteen hours) non-credit course, or to make arrangements to acquire this knowledge. Topics covered include: microcomputer components and terminology, basic programming concepts, overview of programming languages, databases, and other applications. Details and enrolment forms available in the department.
R. S. Cohen and staff

1509 S Instructional Technology: Video/Multimedia Design

A course on video and videodisc and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the computer graphics laboratory and television studio.
Prerequisites: 1518F and 1505F,S,H.
W. P. Olivier

1510 F,S,H Computer Applications to Research Problems

The use of computers in answering research questions; experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.
Staff (offered as required)

1511 F Computer-Assisted Language Instruction: Level I

An overview course on using computers to assist language learning emphasizing principles of integrated design for use in classrooms. Topics include principles of application, selection of courseware, and teacher use (laboratory work required).
S. Churchill

1513 F Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability.
Prerequisite: Experience or interest in technical aspects of software development.
R. S. McLean

1515 F,S,H Computers in the Curriculum

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.
Prerequisites: 1503F,S,H and 1506F,S,H (Non-Credit) or equivalent.
R. S. Cohen, R. S. McLean, and R. G. Ragsdale

1516 F,S,H Teaching and Learning Computer Programming

Topics include (a) use of programming environments in the elementary school; Logo and other microworlds for children; (b) secondary school programming applications in mathematics and computer science; (c) research on the cognitive prerequisites and effects of learning programming; (d) instructional systems for teaching programming.
Prerequisite: Programming experience or permission of the instructors.
R. S. Cohen, R. S. McLean, and R. G. Ragsdale

1517 F,S,H Microcomputers and Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

1518 F Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

1519 F Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
R. S. McLean

1520 H Processing Educational Research Data

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.
Prerequisite: 1666F,S,H or permission of the instructor.
Staff

1521 S Computers in Mathematics Education: Secondary

A critical examination of the role of computers in the teaching of secondary

school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

1525 S The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and G. S. Tracz

1531 S The Microcomputer Is the Medium and Education Is the Message

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways in which computers can be used in the classroom and other educational settings.
R. K. Logan

1532 F,S,H Introduction to Artificial Intelligence Applications in Education

The course provides a critical overview of various applications of artificial intelligence (AI) ideas and techniques in education. Topics include: an introduction to AI; models of knowledge representation; knowledge-based systems and their educational potential; intelligent interfaces and natural language processing; intelligent tutoring systems—modelling subject matter expertise, tutoring techniques, and computerized diagnosis; microworlds, interactive simulations, and computer coaches; computer tools for enhancing reflection, investigation, and problem-solving skills.
Prerequisites: 1503F,S,H and 1506F,S,H or some experience in computer programming.
R. S. Cohen

1551 F,S,H Special Topics in Computer Applications: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H Individual Reading and Research in Computer Applications: Master's Level (Pass/Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
Prerequisite: 1513F or equivalent.
R. S. McLean

3501 F Decision Support Systems in Education

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to the field of decision support systems—a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.
Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.
G. S. Tracz

3502 F Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Prerequisite: 1501F,S, 1505F,S,H, or 1518F.
W. P. Olivier

3511 S Computer-Assisted Language Instruction: Level II

A course emphasizing personal project work in designing applications of computers in language learning situations or in design and/or programming of tools to aid intentional language learning (first and second language).
Prerequisite: 1505F,S,H, 1511F, or permission of the instructor.
S. Churchill

3512 S Research Seminar in Artificial Intelligence Applications in Education

A research seminar dealing with the application of artificial intelligence ideas and techniques to the design of sophisticated computer-based instructional systems and learning environments.
R. S. Cohen

3517 S Evaluation and Microcomputer-Based Curriculum Materials

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.
Prerequisite: 1517F,S,H or equivalent experience.
R. S. McLean and R. G. Ragsdale

3519 S Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system (Participate).
Prerequisite: 1519F, or permission of the instructor.
R. S. McLean

3535 S Simulation Models of Cognition and Learning

Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simula-

tion techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported cooperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H Simulation and Gaming for Educational Decision-Making

The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H Special Topics in Computer Applications: Doctoral Level

Description as for 1551F,S,H. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/ Fail)

Description as for 1552F,S,H (Pass/Fail).

3556 F,S,H Research Seminar on Information Processing in Education (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H Descriptive Statistics (Non-Credit)

Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S,H, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1610 F,H Introduction to Measurement and Evaluation

The basic principles of measurement and evaluation, and the interpretation and application of test scores and other measures. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; achievement, aptitude, and other types of measures; marks and marking systems; the evaluation program; recent developments. Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
S. B. Khan and staff

1611 F,S,H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measure-

ment; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in the administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.
S. A. Alvi and S. B. Khan

1612 F,S,H Affective Assessment in Education

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing, and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H Test Construction

Development of educational and psychological measuring instruments, including classroom tests and other data-gathering instruments.
Staff

1619 F Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
J. Weiss

1651 F,S,H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1654 S Evaluation of Education and Human Services Programs

Approximately equal time will be given to quantitative and to qualitative approaches, from randomized field experiments to naturalistic evaluation in schools, social service agencies, and health services. The program evaluation process will be analysed from preparation of the evaluation agreement to presentation of the final report, giving attention to *Standards for Evaluation of Educational Programs, Projects and Materials.* Students without experience in program evaluation should take this course before taking course 3610F,S Evaluation Methodology and Theory.
L. D. McLean, M. W. Wahlstrom, and J. Weiss

1659 F,S,H Evaluation of Current Issues in Ontario Education

Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for those interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.
H. H. Russell

1660 F,S,H Introduction to Empirical Research in Education

While the general emphasis is on developing critical readers of research and of other evaluative educational literature, this course should also prove useful to students who intend to conduct research and prepare a dissertation, thesis, or major research paper. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, interpreting results, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.
Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.
Staff

1666 F,S,H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package on the OISE VAX computer or microcomputer of their choice.
Prerequisite: Knowledge of elementary arithmetic and algebra.
D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1670 Y Measurement Theory and Associated Data Analytic Techniques

A full course required for students in the M.A./Ph.D. program in educational measurement. Topics: test theory (including classical test theory, generalizability theory), factor analysis (including exploratory and confirmatory factor analysis, item response theory), and scaling (including dual scaling, Thurstonian scaling, metric and nonmetric multidimensional scaling).
Prerequisites or corequisites: 1602F (Non-Credit), 1666F,S,H, and 3666F,S,H.
S. Nishisato and R. E. Traub

1680 F Applied Scaling (Pass/Fail)

This course is designed for those who are interested in applying popular scaling techniques to data analysis. Each scaling method is presented with numerical examples and an appropriate computer program. Emphasis on dual scaling and Thurstonian scaling methods that are widely used in handling qualitative data.
S. Nishisato

3602 F Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis testing for unrestricted and restricted common-factor analysis, rotation methods, and factor-score methods. It also includes consideration of more general models of the factor-analytic type.
Prerequisite: Permission of instructor.
G. Hanna

3605 H Advanced Test Theory

Seminar on recent advances in test theory.
Desirable background: 3666F,S,H.
R. E. Traub

3610 F,S Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1654S and/or more specialized courses such as 1619F, 1124F,S, or 1133F,S. Courses 3610F,S and 1654S are normally required for the evaluation specialization in MECA.
Prerequisite: Master's-level course such as those listed above, or permission of instructor.
L. D. McLean and J. Weiss

3621 F Visual Techniques of Educational Data Analysis

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).
D. F. Burrill

3637 S Advanced Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.
Prerequisites: 1602F (Non-Credit) and either 1670Y or 1680F, or permission of instructor.
S. Nishisato

3651 F,S,H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651F,S,H. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652,F,S,H.

3660 F Practicum in Recent Educational Research

Essentially a continuation of 1660F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.
Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
Staff (offered as required)

3666 F,S,H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
D. F. Burrill, G. Hanna, L. D. McLean, and staff

3668 S Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis and canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602F (Non-Credit), 1670Y, 3666F,S,H, or permission of the instructors.
S. Nishisato and R. E. Traub

3672 F,S,H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff (offered as required)

3673 F,S Advanced Seminar in Evaluation Problems

An advanced seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings. It is intended to draw upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.
Prerequisite: 3610F,S or equivalent.
Note: Practicum 3672F,S,H and Seminar 3673F,S may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
L. D. McLean

3674 H Advanced Seminar in Measurement and Experimental Design

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in MECA:

Adult Education
1133F,S Introduction to Qualitative Research in Adult Education
1137F,S Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360F,S,H Evaluation of Curriculum and Instruction
1363F,S,H Curriculum and Student Evaluation

Higher Education
1828F,S,H Evaluation in Higher Education

SOCIOLOGY IN EDUCATION

James L. Heap, Ph.D. (British Columbia)
Associate Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Associate Professor
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice)

Kari Dehli, Ph.D. (Toronto)
Assistant Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

George J. S. Dei, Ph.D. (Toronto)
Assistant Professor
(anti-racist education; international development; political ecology; race and ethnic studies; ethnography)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; non-sexist comprehensive approach to social inequality; ecofeminism)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

Monica Heller, Ph.D. (California at Berkeley)
Associate Professor, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multiculturalism)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; anti-sexist/racist education; community–state relations; sociology of health and illness)

C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Ronald J. Silvers, Ph.D. (Princeton)
Professor
(postmodern thought; cultural studies in art and media; phenomenology and hermeneutics in the human sciences and education)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

W. Gordon West, Ph.D. (Northwestern)
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography in education and criminology; comparative adolescence and masculinity; delinquency, juvenile justice, and comparative criminological theory; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization–community relations and development; collaboration; education equity; child abuse prevention; bilingual education; Native education; school board trusteeship)

ASSOCIATED INSTRUCTORS:

Ronald D'Costa, Ph.D. (Louvain)
Professeur agrégé, Département de sociologie, Université d'Ottawa

Ruby Heap, Ph.D. (Montréal)
Professeure adjointe, Département d'histoire, Université d'Ottawa

PROGRAMS

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. However, M.Ed. and M.A. studies may be pursued on a part-time basis.

In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. (See the "General Requirements for Admission and Degrees" section of this Bulletin.) Applicants who prefer Option III should so indicate on their application for admission and discuss this choice with their faculty advisor as soon as possible after admission.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses in Graduate Studies»).

For the Ed.D. program, courses of study are arranged in consultation with the faculty advisor after admission.

The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focusing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within the Institute.

Ph.D. candidates are required to take a comprehensive examination at the end of their residence. The comprehensive examinations are scheduled yearly; please consult departmental regulations.

RESEARCH FOCUSES

Currently, faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below. It must be stressed that these areas are flexible and interacting emphases rather than rigid enclaves.

Focus on Policy and Practice in Education

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1930, 1939, 1948, 1960, 1973, 3911, 3995. A creative variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Political Economy of Education

Relevant courses: 1950 is the core course for this focus, introducing its central concepts; 1903, 1904, 1920, 1941, 1948, 1953, 3935, 3940, 3953, 3995. Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, Dorothy Smith, Gordon West.

Focus on Education and the Social and Political Organization of Knowledge and Cognition

Relevant courses: 1917, 1928, 1930, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, and Dorothy Smith.

Focus on Feminist Studies and Gender Relations in Education

Relevant courses: 1907, 1917, 1972, 1973, 3972. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Ruth Pierson, and Dorothy Smith.

Focus on Critical Pedagogy and Cultural Studies

Relevant courses: 1903, 1909, 1929, 1942, 1953, 1996, 3903, 3911, 3927, 3984, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: George Burns, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West.

Focus on Comparative, International, and Development Education

This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 3930, 3935, 3940. Faculty include: George Dei, David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by January 15. If applicants wish to be considered for an OISE Graduate Assistantship, February 1 is the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education.

At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop their methodological and theoretical competence during their master's programs.

Information about off-campus and on-campus courses to be offered in the 1992 Summer Session and the 1992/93 Regular Session will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. Also see "Études en français" in "Interdisciplinary Focuses."

1900 F Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
C. P. Olson, Regular Session (after hours); Staff, Summer Session 1992

1900 F Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
Membre de la faculté à déterminer, session régulière (automne)

1903 F Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session (after hours)

1903 S L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui

concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (ne sera pas offert en 1992/93)

1904 F Social Stratification and School Systems

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session (after hours; offered in alternate years; not offered in 1992/93)

1904 S La stratification sociale et le système scolaire

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone, session régulière

1907 F Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (not offered in 1992/93)

1908 S Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
C. P. Olson, Regular Session

1909 F,S Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
G. E. Burns, Regular Session (off-campus)

1910 S Sociology and the Working Teacher

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contem-

porary social and educational issues and debates.
S. Acker, Regular Session (after hours)

1914 S Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey, Regular Session (after hours; may be offered in 1992/93)

1917 F Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
W. G. West, Regular Session (after hours)

1920 F Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender through Age

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (not offered in 1992/93)

1926 F Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
W. G. West, Regular Session (not offered in 1992/93)

1926 S Déviance de l'étudiant et réaction de l'école

Ce cours étudiera les théories de la déviance sociale et fera un examen systématique de la déviance de l'étudiant relativement au système scolaire, en particulier l'échec en éducation. L'on traitera de questions pratiques de typification, de l'organisation sociale de la salle de classe, de la répartition des élèves par niveau (streaming) et de l'éducation de l'enfance en difficulté.
Membre de la faculté à déterminer (ne sera pas offert en 1992/93)

1928 F The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" have been employed by parents, teachers, administrators, and

others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, and/or community activists.
K. Dehli, Regular Session (after hours)

1929 S L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer, session d'été

1930 F Sociology of Reading Activities

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach that accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session

1932 S Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session

1939 F Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (after hours; not offered in 1992/93)

1941 S Comparative Education: Third World Educational Alternatives

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. On the basis of this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
Staff (not offered in 1992/93)

1942 S Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode

pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (soirée; en français tous les deux ans; ne sera pas offert en 1992/93)

1942 F Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours)

1948 F Sociology of Race and Ethnic Relations

This seminar reviews selected sociological theories and perspectives on ethnic and race relations. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices. Prerequisite: 1903F, or permission of the instructor.
G. J. S. Dei, Regular Session

1950 F Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
D. W. Livingstone, D. E. Smith, and W. G. West, Regular Session (after hours; offered in alternate years; not offered in 1992/93)

1952 F,S,H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F Ideology, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including interview surveys, oral histories, and conscientization—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session

1960 F Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
G. J. S. Dei, Regular Session

1962 S Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
C. P. Olson, Regular Session

1970 F Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours)

1972 F Education and the Sociology of Women and Gender Relations

This course deals with the social relations of contemporary women and men, in the family, in the workplace, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on feminist studies. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1972 S L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux roles déterminées par le sexe, les inégalités d'emploi, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur. Ce cours peut servir de prérequis au 3972S.
Membre de la faculté à déterminer, session d'été

1973 S Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker, Regular Session (after hours)

1975 S Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R. R. Pierson, Regular Session

1976 S Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are con-

sidered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (after hours; not offered in 1992/93)

1979 S Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conception of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's structural adjustment programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei, Regular Session (after hours)

1981 F Inequality, Affirmative Action, and Educational Systems

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours; may be offered in 1992/93)

1984 F,S,H Special Topics in Sociological Research in Education

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1987 F Health, Illness, and Knowledge of the Body: Education and the Self-Learning Processes

This course begins by interrogating the rise of scientific medicine in a social, political, and economic context, and explores different conceptions of health and illness. The emphasis is on how the body, diseases, and health are understood in contemporary Western medicine and in Eastern medical tradition, focusing on traditional Chinese medicine. The course takes an experiential approach (by means of physical exercises) in addition to the use of textual materials.
R. Ng, Regular Session (daytime)

1990 F Applied Sociological Field Research in Education

This course will provide practical training in a wide range of non-statistical research tools for policy-oriented research in education. The research tools include interviewing skills, the uses of observations and existing data, approaches to program evaluation, questionnaire development, how to organize research projects and write proposals, and strategies for developing effective research relationships with boards and agencies.
W. G. West, Regular Session (after hours; not offered in 1992/93)

1996 F Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including

but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
K. Dehli, Regular Session (after hours)

3903 S Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller, Regular Session (after hours)

3911 F Planned Educational Change: Intervention Theories and Methodologies

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff (not offered in 1992/93)

3927 S Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session

3928 S Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap, Regular Session (after hours)

3930 S Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session

3933 S Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social

life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. J. Silvers, Regular Session (after hours)

3934 F Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours; not offered in 1992/93)

3935 S Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
W. G. West, Regular Session (after hours; not offered in 1992/93)

3940 F Comparative Societies: Economic Change, the State, and Schooling

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session

3952 F,S,H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952F,S,H.

3953 S Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (daytime; offered in alternate years; not offered in 1992/93)

3960 F Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
D. E. Smith, Regular Session

3970 S Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
Staff, Regular Session (offered in alternate years; not offered in 1992/93)

3972 S Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course will begin with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It will then examine concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to make use of this course to work through some of their research problems.
Prerequisite: 1972S, 1973S, or permission of the instructor.
R. Ng, Regular Session (after hours; not offered in 1992/93)

3975 F Feminism and Poststructuralism in Education

This course will survey feminist debates about the relevancies, uses, and dangers of poststructuralist critique and theory for feminism. The intention is to provide critical analyses of key assumptions and strategies of poststructuralism and to consider whether these are compatible with feminism. Detailed consideration will be given to the implications of poststructuralism for feminist sociology in education and feminist pedagogical practice.
Prerequisite: 1972S, 1973S, or permission of the instructor.
K. Dehli, Regular Session

3980 S Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith, Regular Session (not offered in 1992/93)

3984 F,S,H Special Topics in Advanced Sociological Research in Education

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F Applied Sociology of State Formation and Educational Policy

Theoretical and empirical studies that situate comparatively the policy-making context of schooling systems and the educational features of state

formation with a specific orientation to historical sociological and feminist methodologies; and locate state formation within a wider context of social change.
K. Dehli, Regular Session (daytime; offered in alternate years; not offered in 1992/93)

Note: **The following courses might also be of special interest to students in Sociology in Education:**

Adult Education
1139F,S Introduction to Comparative, International, and Development Education

Higher Education
3806S Case Studies in Comparative Higher Education

History and Philosophy of Education
1418F,S,H The Role of Education in Theories of Women's Emancipation: I
1436F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness
3418F,S,H The Role of Education in Theories of Women's Emancipation: II
3447F,S,H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of January 1, 1992)

Abbey, David S.,† Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L., Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Anderson, Steve,* Curriculum
Astington, Janet W., Applied Psychology
Beatty, David J. F.,* Adult Education
Beck, Clive M., History and Philosophy of Education
Begley, Paul T., Educational Administration
Bereiter, Carl, Applied Psychology
Bernhardt, Elizabeth,* Curriculum
Biemiller, Andrew J., Applied Psychology
Bogdan, Deanne, History and Philosophy of Education
Booth, David, Curriculum
Boyd, Dwight R., History and Philosophy of Education
Brehaut, Willard, History and Philosophy of Education
Brillinger, Margaret F.,* Adult Education
Brown, Alan F., Educational Administration
Brundage, Donald H.,† Adult Education
Burnaby, Barbara J., Adult Education
Burns, George E., Sociology in Education
Burrill, Donald F., MECA
Byrne, Niall P.,* Higher Education
Caplan, Paula J., Applied Psychology
Cassie, J. R. Bruce, Applied Psychology
Christensen, Clifford M.,† Applied Psychology
Churchill, Stacy, Curriculum
Cleave-Hogg, Doreen,* Higher Education
Cohen, Rina S., MECA
Cohen, Robert,* Higher Education
Cole, Ardra, Applied Psychology
Cole, Ester,* Applied Psychology
Connelly, F. Michael, Curriculum
Corson, David J., Educational Administration
Couchman, Robert,* Adult Education
Courtney, Richard, Curriculum
Cousins, J. Bradley, Educational Administration
Cumming, Alister, Curriculum
Cummins, James P., Curriculum
Danesi, Marcel, Curriculum
Darroch-Lozowski, Vivian, Applied Psychology
Davie, Lynn E., Adult Education
Davis, John E., Educational Administration
D'Costa, Ronald,* Sociology in Education
Dehli, Kari, Sociology in Education
Dei, George J. S., Sociology in Education
Diamond, C. T. Patrick, Curriculum
Draper, James A., Adult Education
Eagle, Morris N., Applied Psychology
Earl, Lorna,* Curriculum
Eichler, Margrit, Sociology in Education
Eisenberg, John A., History and Philosophy of Education
Ellis, Julia,* Curriculum
Ellis, M. Dormer,† Adult Education
Elson, Nicholas,* Curriculum
Evans, Peter J.,* MECA
Farrell, Joseph P., Adult Education
Feuerverger, Grace, Curriculum
Frenette, Normand J., Curriculum
Friedland, Judith,* Instruction and Special Education
Fullan, Michael, Sociology in Education
Galloway, Priscilla,* Curriculum
Gamlin, Peter, Applied Psychology
Garber, Malcolm, Instruction and Special Education
Geis, George L., Higher Education
Gelcer, Esther,* Applied Psychology
Gérin-Lajoie, Diane, Curriculum
Geva, Esther, Instruction and Special Education
Goldstein, Harvey,* MECA

Greenfield, Thomas B.,† Educational Administration
Griffin, Virginia R., Adult Education
Guttman, Mary Alice, Applied Psychology
Hall, Budd L., Adult Education
Hanna, Gila, MECA
Hannay, Lynne, Curriculum
Hargreaves, Andrew, Educational Administration
Harley, Birgit, Curriculum
Harvey, Edward B., Sociology in Education
Hayhoe, Ruth E. S., Higher Education
Heap, James L., Sociology in Education
Heap, Ruby,* Sociology in Education
Heller, Monica, Sociology in Education
Henderson, Kent, Applied Psychology
Hickcox, Edward S., Educational Administration
Hildyard, Angela, Higher Education
Hodson, Derek, Curriculum
Holland, John W., Higher Education
Holmes, Mark, Educational Administration
House, John H.,† Educational Administration
Humphreys, Edward H.,† Educational Administration
Humphries, Thomas W.,* Instruction and Special Education
Hunt, David, Applied Psychology
Ironside, Diana J.,† Adult Education
Josefowitz, Nina,* Applied Psychology
Kaprielian, Isabel,* Curriculum
Keating, Daniel, Instruction and Special Education
Kershner, John R., Instruction and Special Education
Khan, Sar B., MECA
Kilbourn, Brent S., Curriculum
Konstantareas, Mary,* Instruction and Special Education
Kruger, Arthur M., Educational Administration
Labrie, Normand, Curriculum
Laiken, Marilyn, Adult Education
Lang, Daniel W.,* Higher Education
Lapkin, Sharon, Curriculum
Lawton, Stephen B., Educational Administration
Leithwood, Kenneth A., Educational Administration
Lenskyj, Helen, Adult Education
Levin, Malcolm A., History and Philosophy of Education
Levine, David, History and Philosophy of Education
Lewis, Marc, Applied Psychology
Lindsay, Peter, Instruction and Special Education
Livingstone, David W., Sociology in Education
Logan, Robert K., MECA
MacIntyre, Robert B., Applied Psychology
Marcovitch, Sharon,* Applied Psychology
Mayer, Hanna,* Adult Education
McDiarmid, Garnet L.,† Curriculum
McLean, Leslie D., MECA
McLean, Robert S., MECA
McLean, Ruth W.,* Adult Education
Meade, Edward,* Applied Psychology
Miezitis, Solveiga, Applied Psychology
Miles, Angela R., Adult Education
Miller, Jack, Curriculum
Misgeld, Dieter, History and Philosophy of Education
Morgan, Robert J., Curriculum
Morris, Mary,* Applied Psychology
Mougeon, Raymond,* Curriculum
Musella, Donald F., Educational Administration
Musselman, Carol R., Instruction and Special Education
Nagy, G. Philip, MECA
Ng, Roxana, Sociology in Education
Nishisato, Shizuhiko, MECA
Norrie, Alex,* Curriculum
Oatley, Keith, Applied Psychology
Olivier, William P., MECA
Olsen, E. Christopher, History and Philosophy of Education
Olson, C. Paul, Sociology in Education
Olson, David R., Applied Psychology
Padro, Susan, Educational Administration
Palef, Sandra R., Applied Psychology
Pascal, Charles E., Higher Education
Pass, Larry E., Applied Psychology

Philipp, Rudolph L.,* Applied Psychology
Pierson, Ruth Roach, History and Philosophy of Education
Piran, Niva, Applied Psychology
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Toronto, Ontario, Canada M5S 1V6

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ISE Bulletin

993/94

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niversity of Toronto/
he Ontario Institute for Studies in Education

JAN 2 6 1993

OISE Bulletin

1993/94

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

All inquiries should be addressed to the Registrar,
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Toronto, Ontario, Canada M5S 1V6

Students should bring this Bulletin when they register.
No assurance can be given that additional copies
will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, and dates are expected to be as announced, but the Institute reserves the right to make necessary changes. At time of publication, the University of Toronto 1993/94 fees schedule has not yet been established; the amounts quoted in the fees section of this Bulletin are from the 1992/93 schedule, and are expected to increase in 1993/94.

2. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1993, for the 1993/94 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

3. The Institute reserves the right to limit the number of registrants in any course of instruction described in this Bulletin in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

4. All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

5. Veuillez noter que l'Institut n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement deux programmes d'études en français. Prière de consulter la page 60 pour plus de renseignements sur ces programmes.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and Protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone: 416-923-6641).

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ACADEMIC CALENDAR

1993

JANUARY 4
Lectures for the second term of the Regular Session begin

JANUARY 8
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1993 Summer Session or the 1993/94 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made.

JANUARY 15
Final date for receipt of applications for a 1993/94 Regular Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1992/93 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1992 Summer Session courses to be changed to a regular grade or a failure

JANUARY 25*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 25*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 25
Final date for registration for students beginning programs in second term

JANUARY 28
Final date for adding second term courses

JANUARY 29†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 26
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 15–19
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 8
Last day of lectures, Regular Session

APRIL 9
Good Friday (offices closed)

APRIL 12
Easter Monday (offices closed)

APRIL 13
Prior to this date pre-enrolment forms must be submitted for continuing students for both Summer Session and Regular Session (first and second term). While pre-enrolment forms will be received after this date, maximum enrolment may be reached in some courses well before it

APRIL 23*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 30†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20
Grade submission date for 1992/93 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20
Final deadline for SDF designation for 1992/93 first term courses to be changed to a regular grade or a failure

MAY 24
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

JULY 1
Canada Day (offices closed)

JULY 5–6
Summer Session registration

JULY 5
First day of lectures, Summer Session

JULY 15
Deadline for course changes in Summer Session

AUGUST 2
Civic Holiday (offices closed, classes rescheduled)

AUGUST 12
Last day of lectures, Summer Session

SEPTEMBER 6
Labour Day (offices closed)

SEPTEMBER 7–9
Regular Session registration: for full-time students, 10 a.m.–12 noon and 2 p.m.–3 p.m.; for part-time students, 3:30 p.m.–5:30 p.m.

SEPTEMBER 7
Lectures begin

SEPTEMBER 15*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 17
After this date a late registration fee will be assessed

SEPTEMBER 30
Grade submission date for 1993 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 30
Final deadline for SDF designation for 1992/93 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 1
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 8†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 11
Thanksgiving Day (offices closed, classes rescheduled)

OCTOBER 15
Final date for adding first term and full year courses

OCTOBER 15
Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 5
Final date for withdrawing from first term courses without academic penalty

DECEMBER 3
Last day of lectures of first term courses

1994

JANUARY 4
Lectures for the second term of the Regular Session begin

JANUARY 7
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1994 Summer Session or the 1994/95 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 15
Final date for receipt of applications for a 1994/95 Regular Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1993/94 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1993 Summer Session courses to be changed to a regular grade or a failure

JANUARY 22*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 22*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 28
Final date for registration for students beginning programs in second term

JANUARY 28
Final date for adding second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 26
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
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Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20
Grade submission date for 1993/94 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20

Final deadline for SDF designation for 1993/94 first term courses to be changed to a regular grade or a failure

MAY 23

Victoria Day (offices closed)

JUNE

Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. As an independent institution funded directly by the provincial government, OISE has a unique Board of Governors appointed by the Minister of Education and comprising representatives of a broad range of constituencies.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

As a graduate school of education affiliated with the University of Toronto, Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province. With over $5 million in externally funded projects annually, OISE is also a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs through nine academic departments. Most courses are offered on campus, but some (about 25–30 per year) are offered through OISE's Field Centres or distance education modes of delivery. Collaborative programs with the University's Faculty of Education (FEUT) are being developed under the auspices of the Joint Centre for Teacher Development, which was created under a new ten-year affiliation agreement between OISE and the University of Toronto in 1989. This affiliation agreement also created a Joint Committee on Education to advise both institutions on matters of graduate program policy in education. Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through seven Internal Centres. Field development activities are also carried out through eight Field Centres located across the province. In addition to its faculty complement of about 145, OISE has a large professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive specialized research collection in education in Canada and is one of the finest of its kind in the world. It also houses Ontario's Educational Research Information Services (ONTERIS), formerly operated under the Ministry of Education. In addition, special resource collections are located in the Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the University's libraries, including the Robarts Library, which houses one of the largest humanities and social sciences research collections in North America. Other collections and research reports can be accessed electronically.

The Institute also has a central computer facility. The Computer Services Group provide training and assistance to students in computer use.

In addition to formal programs of study, each year the Institute offers seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested students to participate in these in various capacities.

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Higher Education Group

Dwight R. Boyd, Ed.D.
History and Philosophy of Education

Anne Jordan, Ph.D.
Instruction and Special Education

Robert S. McLean, Ph.D.
Measurement, Evaluation, and Computer Applications

James L. Heap, Ph.D.
Sociology in Education

OISE FIELD CENTRE HEADS

Kenneth A. Leithwood, Ph.D.
Centre for Leadership Development, OISE

George E. Burns, Ed.D.
Midnorthern/Northeastern Centre

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Niagara Centre

Wayne Seller, M.Ed.
Northwestern Centre, and Field Centre Division Head

Marielle G. Simon, Ph.D.
Ottawa Valley Centre

John A. Ross, Ph.D.
Trent Valley Centre

Denis Haché, M.Ed.
Centre de recherches en éducation du Nouvel-Ontario

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements are to be found in the section entitled "General Requirements for Admission and Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to all departments should carefully review the specializations within departments and clearly indicate on form B#3 of the application materials which specialization they wish to pursue.

2. Application forms should be submitted with attachments (b), (e), and (f) listed below and arrangements should be made for submission of the remaining documentation:
(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);
(b) $60 application fee (Canadian funds—not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applications will not be processed without this fee. (Under unusual circumstances, U.S. funds drawn on a U.S. bank may be submitted.) Applicants previously registered in the School of Graduate Studies are not required to pay the application fee;
(c) where applicable, three copies of

documents (not returnable) attesting to teacher education, teacher certification, and experience;

(d) at least two letters of reference (not returnable) to support the application (see departmental sections): use forms entitled Letter to Support Application for Admission enclosed with the application forms;

(e) a résumé (not returnable), in duplicate, indicating in specific terms study interests, previous career, and future goals. (Applicants to the Department of Curriculum must submit a *statement of purpose*; see Department of Curriculum section of this Bulletin.)

(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement must be satisfied and the documents submitted at the time of application. The application will not otherwise be considered.

One of the following tests must be taken:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
P.O. Box 6151
Princeton, New Jersey 08541-6151, U.S.A.

(It is compulsory for applicants completing the TOEFL to also complete the TWE [test of written English].)

or

Michigan English Language Assessment Battery (MELAB)
English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48109, U.S.A.

or

University of Cambridge Local Examinations Syndicate
International English Language Testing System (IELTS)
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office.)

or (if already residing in Canada)

Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 2V8

The passing score required is at least 580 on the TOEFL and 5 on the TWE, 92 on the ELI test, 7.0 on the IELTS test, or 5 on the COPE test.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 43). Deadline for submission of the Graduate Assistantship application form is January 15.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1993/94 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.

Many students accepted to a program may wish, or be expected, to commence in the 1993 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree. (See Department of Educational Administration Ed.D. programs.)

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

SPECIAL STUDENTS

Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

See the section "General Requirements for Admission and Degrees" for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Also note: For enrolment in courses, priority is given to OISE degree students, then University of Toronto degree students, and finally Special Students.

GENERAL INFORMATION

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1993 Summer Session and the 1993/94 Regular Session will be mailed during the week of *March 1* and must be returned before *April 13*. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Regular Session.

Please note: The later the receipt of the pre-enrolment forms, the more difficult it will become to get into courses of your choice. No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

DEFINITION OF FULL-TIME STUDY

Full-time graduate students are defined according to government regulations as follows:

(a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

(b) They must be considered by the OISE Office of Graduate Studies to be in full-time study.

(c) They must be geographically available and visit the campus regularly.

(d) They must limit employment to an average of ten hours a week in any term.

(See Definition of Residence, page 15.)

DEFINITION OF PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1993/94 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term.

Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited. On this account, *March 1 to April 13* has been established as a period for pre-enrolment for the Summer Session.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

January 15 is the deadline for new applicants who plan to begin their program in either summer, fall, or spring. While applications will be received after this date, no guarantee of admission can be made.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Hamilton, Cochrane, Dryden, Sault Ste. Marie).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to come on campus for more than the two obligatory on-campus courses noted below.

Some off-campus courses are offered in the distance education mode. Students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site.

Students living in Northern Ontario—i.e., north of Parry Sound—will be expected to use their nearest Contact North/Contact Nord site for actual classes in audio conferencing seminar modes. Students living in Southern Ontario and beyond a 90 km radius of Toronto will be given a designated site once student locations are known from course pre-enrolment forms. In between the face-to-face workshops, students work in local sites and communicate with their peers in other sites and the instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. Students in different geographic areas are linked via an audio-conference bridge for small- and large-group interactions. OISE and CN/CN supply expertise and audio equipment. However, for classes needing computers students must supply their own computer and modem or have regular access to one.

Off-campus students are asked to pre-enrol for courses by the deadline date listed in the OISE Course Schedule (off-campus section). A course may be cancelled if there is no evidence of adequate enrolment.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections.

ON-CAMPUS REQUIREMENTS

All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto. Part-time M.A. students must take a minimum of one-half of the course requirements on campus. Part-time Ed.D. students are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined in the "Application for Admission" section. Applications for new students should be submitted by January 15.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

REGISTRATION

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence, the purpose of which is to encourage students to gain insight and intellectual stimulation from the university environment. To fulfil the residence requirement a student must be in full-time attendance as specified in the requirements for the particular degree, and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section of this Bulletin for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). Summer Session cannot count for residence credit.

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar).

PARENTAL LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. A parent may request up to three terms of leave to be taken within twelve months. However, if both parents are OISE graduate students, the total number of terms cannot exceed four. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH PROBLEMS OR SERIOUS PERSONAL CIRCUMSTANCES

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study on the grounds of exceptional health problems or serious personal circumstances that temporarily make it impossible to continue the program even on a part-time basis. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted. While on leave, students will not be registered, nor will they be required to pay fees. They may not make demands upon the resources of the University, such as by using library facilities, attending courses, or expecting advice from their supervisors. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term.

Except under extenuating circumstances it is not expected that a student will be granted more than one leave under the terms of this policy.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of four levels: The first level involves dialogue with the immediate source of the disagreement (typically the instructor). If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE department or unit. If the appellant is still not satisfied, a formal appeal can be made to the OISE Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Registrar, Office of Graduate Studies, OISE, no later than six months after the ruling in question. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Registrar, Office of Graduate Studies, OISE, or from a department chairperson. See also the School of Graduate Studies Calendar 1992/93. At any stage, students have the right to appeal to the Office of the Ombudsperson at the University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). At the time of printing of this Bulletin, the charge for a transcript is $6.00, plus $3.00 for each additional copy ordered at the same time. (These charges are subject to change.) At least two weeks should be allowed for processing.

Transcripts cannot be issued for students whose fees are in arrears.

Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern/Northeastern Centre
Jeanne Sauvé Public School
296 Van Horne Street
Sudbury, Ontario P3B 1H9
Telephone: 705-674-8442
FAX: 705-671-1582

(Sociology in Education)

The Sudbury office of the Midnorthern/

Northeastern Centre works in close collaboration with the North Bay office, the Centre de recherche en éducation du Nouvel Ontario (CRENO), and the Northern Centre for Instructional Leadership (NCIL). The faculty and research personnel take an integrated approach to graduate studies, research, and field development, using the perspectives, concepts, ideas, and methods of both classical sociology and the new sociology of education. These guide a range of large-scale and small-scale projects relating to equity, policy, planned educational change, and community development. The office's involvement in research and development projects includes: inter-agency collaboration; child abuse prevention; relational planning in the FSL and regular program; community involvement in education; equity of access and outcome in education; transformational planning; literacy; empowerment and voice in education; First Nation education and community development; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and master's theses.

Midnorthern/Northeastern Centre
North Bay Office

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision-making, student problem-solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nation leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in pre-service and in-service, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

Centre de recherches en éducation
du Nouvel-Ontario (CRENO)
École Publique Jeanne-Sauvé
296 rue Van Horne, Bureau 118
Sudbury, Ontario P3B 1H9
Téléphone: 705-674-5740
Télécopieur: 705-671-1582

(Curriculum et Sociologie en éducation)
Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, une approche communicative dans le domaine de la mise en oeuvre, l'évaluation du travail des enseignantes et enseignants de même que celle du rendement des élèves, la recherche relative à l'hétérogénéité linguistique et à l'identité culturelle dans les écoles ontariennes. Les secteurs de la formation et du développement professionnel, du leadership et de la planification stratégique en éducation figurent parmi les activités prioritaires du Centre. Un centre de documentation et un bulletin d'information en recherches font aussi partie des services offerts aux enseignants et enseignantes de la région.

Midwestern Centre
Margaret Avenue School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
FAX: 519-579-8370

The work of the Midwestern Centre broadly focuses on facilitating the development of educational practitioners. The interrelationship between curricular processes (curriculum review, development, implementation), curricular

change, and staff development is one dimension of the Centre focus. A second focus is on the socialization and development of school leaders.
Centre faculty are involved in teaching courses in both Kitchener and Toronto in curriculum processes, action research, professional development, and educational administration.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
FAX: 416-687-9447
(Curriculum, Educational Administration)
The Niagara Centre's work is primarily in four areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
FAX: 807-475-8149
The Northwestern Centre focuses much of its work on school improvement, restructuring, site-based management, and program development. With respect to these initiatives, the identification and enhancement of skills required by administrators, department heads, teachers, and others is central to much of the Centre's work in professional development. In program development, Centre staff are especially involved in assisting schools and school boards in the development of appropriate programs for intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two other areas of particular interest. In addition, Centre staff are involved in research in gender and the history of education in Ontario. Centre faculty teach Curriculum courses via distance education, particularly computer and audio conferencing.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
FAX: 613-228-7074
(Curriculum, Sociology in Education via distance education courses)
The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, advice, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis.
Topics of interest include alternative learning assessment strategies in the classroom, education in religion, homework practices, and stages of writing maturation.

Centre régional d'Ottawa
60, prom. Tiverton
Nepean, Ontario K2E 6L8
Téléphone: 613-224-0561
FAX: 613-228-7074
(Curriculum, Sociologie en éducation—cours de formation à distance)
Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités on compte entre autres l'évaluation des apprentissages, l'ensei-

gnement concernant la religion, les pratiques relatives aux devoirs à la maison et l'évolution des habilités de productions écrites.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
FAX: 705-743-0341
(Curriculum, Educational Administration)

The Trent Valley Centre specializes in curriculum and administrative processes. Special attention is given to the improvement of students' complex intellectual skills, professional development programs for teachers, consultants, and principals, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function—to foster improvement in Ontario education and to complement the academic programs of departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program. Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in education in the world. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange*, *Curriculum Inquiry*, *Orbit*, *Resources for Feminist Research/Documentation sur la recherche féministe*), in international journals, and in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

The Office of Field Services and Research has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: (a) internal review of project proposals; (b) negotiation of contracts and grants, and administration of externally funded projects; (c) provision of information services, consultation related to external funding, and assistance with project development; and (d) administrative responsibility for the internal research and development centres listed below.

Students may participate, where appropriate, in both internally and externally funded projects.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: James Cummins
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum and materials development, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy, with dissemination and consultation services on language teaching and related research. It also houses the National Heritage Language Resource Unit.

Comparative, International, and Development Education Centre

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)
The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had substantial international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

Centre for Franco-Ontarian Studies

Head: Monica Heller
Associate Heads: Diane Gérin-Lajoie, Normand Labrie
6th floor, OISE (Curriculum, Sociology in Education)
The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social difference, cooperative learning, assessment, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin *(info créfo)*, and houses a resource centre.

Centre de recherches en éducation franco-ontarienne

Directrice : Monica Heller
Directrice adjointe: Diane Gérin-Lajoie
Directeur adjoint: Normand Labrie
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)
Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, l'évaluation, les relations école/communauté et les questions ayant trait aux politiques. De plus, le CREFO, avec son centre de documentation, offre des services aux écoles et aux conseils scolaires et publie un bulletin d'information, *info créfo*.

Centre for Applied Cognitive Science

Head: David Olson
9th floor, OISE (Applied Psychology, Curriculum, Instruction and Special Education, MECA)

Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces a monthly newsletter for researchers and practising educators. There is an interdepartmental program in graduate studies available in Applied Cognitive Science (see section "Interdepartmental Specializations").

Centre for Women's Studies in Education

Head: Dorothy E. Smith
Coordinator: Paula Bourne, 11th floor, OISE

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; and Documentary History of Canadian Women's Issues, 1967 to the Present. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre Newsletter and Communiqué provide information about activities of interest within and outside the Institute. A complete listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Upon receipt of acceptance to an OISE department, students are encouraged to write to the Centre Coordinator, indicating their departmental affiliation and outlining their relevant research interests and work, volunteer, and activist experiences.

STUDENT SERVICES AND FACILITIES

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 826,390 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials, some 2346 serial titles, and complete microfiche holdings of the ERIC and ONTERIS document series. Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new online information services on CD-ROM products. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Library includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of CD-ROM products, microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the curriculum resource (CR) materials.

Audiovisual materials are varied and extensive: they include films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked at Circulation for preview as well as for class use.

Circulation and the Library's Catalogue, ELOISE, are now automated. They are accessible to anyone outside the Institute who has a microcomputer/ terminal and a modem. Some holdings do not appear in either the main card or online catalogues. For example, the collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

The following CD-ROMs are available for computer searching: SOCIOFILE, WILSONDISC, CD: Education, DA (Dissertation Abstracts) Online, A-V Online, GAD (Graduate Awards Database), Distance Education Database, PsycLIT, ERIC.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library's catalogue, ELOISE, is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has access to UTCAT, the University of Toronto Library's online public access catalogue, to UTLink, which lists other sources, and to a microfiche catalogue of most of the holdings of the University of Toronto Library system.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

OISE is committed to making its facilities accessible to students with disabilities. A Special Services Office has been established and is staffed by a half-time Coordinator who is available to assist those with special needs in making applications to OISE. The Coordinator also arranges with faculty for the types of accommodations that students need in their classes and in their programs. Advocacy and counselling are available through the office. Some of the services offered include arranging for accessible classroom locations, arranging for special academic needs, providing assistive computer technology, arranging for note-takers and interpreters, and organizing referrals for other needs. The office is located in room 12-211. The phone number is 926-4727, and the TDD number is 924-4881. The Coordinator can be contacted by phone or TDD, or by letter to: Special Services Office, Room 12-211, OISE.

ACADEMIC COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work. The most important applications of the academic computing resources are:

—Word processing for reports, papers, theses, etc., and publication production, graphics, and design;

—Communication within OISE and around the province and the world;

—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;

—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked as "OISE.ON.CA" to ONET, the Ontario branch of INTERNET, which is the worldwide network of computer networks, providing communications, remote access to information services and computing facilities, and information exchange for research and education. The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer, OISE1, running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), and for access to high-speed laser printers. The statistical programming is actually carried out on associated VAX-2000 computers. Connected to the VAXes is a growing network of ETHERNET-linked SUN, Apple Macintosh, and IBM workstations used for research.

More than 300 terminals and microcomputers (mostly IBM clones and Apple Macintoshes) are located around the Institute—in each department and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for independent data, graphics, and text processing and for communication via the central computing facility. All connected terminals and microcomputers can also access ELOISE, the OISE Library computer. The INTERNET allows access to hundreds of other academic library catalogues and databases.

For purposes of instruction, demonstration, and research in computer applications in education, microcomputer facilities are available in several laboratories located in academic departments and centres, notably the Department of Measurement, Evaluation, and Computer Applications (MECA) and the Centre for Applied Cognitive Science. Short non-credit courses in the elements of computing, online communication, programming, text editing and text formatting, and microcomputers are offered.

OISE PRESS

OISE Press is a major Canadian publisher of educational books and kits. Publications of the press are distributed through the bookstore on the second floor and through Scholarly Book Services (tel.: 533-5490). Within the Institute, it provides production, editing, design, and typesetting services on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing doctoral degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

ACCOMMODATION AND COST OF LIVING

Toronto offers an assortment of student accommodation, ranging from campus residences to off-campus apartments. Where you live will depend on availability, your preference, and, of course, your budget. The following figures roughly represent the costs for a single student living in Toronto for twelve months in 1992/93, excluding housing and tuition:
Clothing—$1000
Food—$3700
Books—$750
Miscellaneous—$2500

The Housing Service in the Koffler Student Services Centre (978-8045) maintains listings of available rooms and apartments advertised by the city's landlords and by students seeking others to join them; the office also serves as a year-round source of up-to-date residence information.

RESIDENCES

The following residences are all on or adjacent to the university campus. Applications should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

Family Housing
30 & 35 Charles Street West
(Ms. Ellen Giles
University Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5S 1A1
Telephone: 978-8049)

Unfurnished apartments for full-time students. Preference is given to those with children and to student couples. Applications should be obtained from University Housing Service and submitted at least one year in advance of desired occupancy date. The current rent per month ranges from $367 to $601.

St. George Graduate Student Residence (Warden)
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Single accommodation for approximately 260 male and female graduate/post-baccalaureate students. Facilities in between those of a conventional residence and an apartment building.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

For male and female graduate students. Applications must be made by May 1. Meals are included.

Campus Co-operative Residence Inc.
395 Huron Street
Toronto, Ontario M5S 2G5
Telephone: 979-2161

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (graduate and undergraduate) in 29 houses near the university.

Tartu College
310 Bloor Street West
Toronto, Ontario M5S 1W4
Telephone: 925-9405

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Centre for Christian Studies
77 Charles Street West
Toronto, Ontario M5S 1K5
Telephone: 923-1168

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Ewart College
156 St. George Street
Toronto, Ontario M5S 2G1
Telephone: 979-2501

Single accommodation for male and female graduate students. Air-conditioned; meals are provided.

Single accommodation costs $4400–$5500 for twelve months, depending on whether meals are provided.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the winter session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability. Rooms off-campus generally cost $300–$375 a month. Private apartments usually cost $600–$750 or $800–$1000 a month for one- or two-bedroom units respectively.

HARASSMENT PREVENTION POLICY

The OISE Harassment Policy and Procedures prohibits both overt and subtle forms of harassment towards any member of the OISE community. While sexual harassment is most widely known, one can be harassed on the basis of race, ethnic origin, disability, gender, sexual orientation, religion, etc. Harassment is often defined as "a vexatious comment or other behavior verbal or physical, which is directed at an individual (or group) by another person or group who know, or ought reasonably to know, that this is unwelcome."

Any concerns, questions, or complaints regarding harassment should be directed to the Harassment Prevention Advisor, Room 12-212 (tel.: 923-6641, ext. 2658). All inquiries will be kept strictly confidential.

HEALTH SERVICES

Clinical and psychiatric services are available at the Medical Clinic, Koffler Student Services Centre, 214 College Street (2nd floor, enter by St. George) (Clinic—978-8030; Psychiatric Division—978-8070).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. Medical advice is available outside Health Service hours (nights, weekends, and holidays) by calling 978-8030; your name and telephone number will be relayed to a physician on call. Note that the sports injury services are now under the auspices of the Department of Athletics and Recreation (978-7376).

Students from outside Canada are advised to go to the nearest Ontario Health Insurance Plan (OHIP) office as soon as they arrive in the province to apply for health insurance coverage. The applicant should bring a copy of his/her student authorization. Out-of-province students, if they are not covered by their own provincial plan, should also register with OHIP as soon as possible. Uninsured persons are responsible for the cost of medical care.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-4411.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides child care for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto. All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below).

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. As well, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the academic standing and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.
Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.
(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
(c) At least one year of relevant successful professional experience.
(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The general requirements for the M.Ed. degree are as follows:
(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.
Option I. Coursework only option—ten half-courses plus a comprehensive examination/requirement;

Option II. Research Project option—eight half-courses plus a research project or a major research paper;
Option III. Thesis option—six half-courses plus a thesis.
Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology (B) within Applied Psychology). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another completed graduate degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Candidates must complete an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must return the card to the Office of Graduate Studies by the date shown:
Summer Session completion—July 5
Regular Session Fall completion—October 15
Regular Session Spring completion—February 15
Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 23.

(g) A candidate who has completed all the course components for the degree but has not completed the other requirements must register and pay the designated fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the Department of Measurement, Evaluation, and Computer Applications (MECA) and the Department of Instruction and Special Education applicants with certain four-year undergraduate backgrounds such as computer science or psychology may be considered for one-year programs.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:
(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any rele-

vant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of intellectual ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—April 1 of the year following completion of their required residence or a year of full-time "in program" study; or

—upon the completion of two-thirds of their M.A. coursework for those who have undertaken their program on a part-time basis.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical

Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School Psychology), Higher Education, and Measurement, Evaluation, and Computer Applications. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

(g) Candidates who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

(h) Candidates who complete their courses and thesis at the same time should alert the Office of Graduate Studies, OISE, early in their final term to facilitate early grades, so that the deadline for recommendation for conferral of the degree at the next convocation can be met.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with B+ standing or better in the master's program, or equivalent, in the field of specialization proposed at the doctoral level. (Note that the Department of Instruction and Special Education requires A– standing.) Further documentation may be required to establish equivalence.

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*.

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) Normally, a minimum of two consecutive terms of full-time study (not including the Summer Session): that is, a fall term followed by the spring term, or a spring term followed by the next fall term.

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time courseload would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology (B)), Curriculum, Educational Administration, Higher Education, and Measurement, Evaluation, and Computer Applications (MECA), for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

—History and Philosophy of Education, for those who commenced the Ed.D. program after July 1, 1992.

Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department

of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.
(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.
(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections of this Bulletin.

The Ph.D. requires two years of full-time study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work. The average time to completion is approximately five years.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with B+ standing or better in the master's program, or equivalent, for admission to the Ph.D. program in the same area of specialization. (Note that the Department of Instruction and Special Education requires A– standing.)
If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See Dual Registration Fee, page 41.) The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities in the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete.
Dual registration will not be permitted if the M.A. thesis committee has not been officially formed and the doctoral academic activity in the fall term is less than two half-courses. Under no circumstances will a candidate be permitted to

continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for a maximum of one year. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of

the University of Toronto, provided they are approved by the faculty advisor.
(c) One minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments.
(d) Comprehensive examinations. Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.
(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 4. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis commitee by April 1 of their final year of required residence. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.
(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.
(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect their successful acquisition.
(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:
(a) for academic content purposes, etc.,
(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been conditionally accepted by the OISE department,
(c) for credit toward outside professional certificates,
(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice. Payment may be made by either certified cheque or money order, in Canadian funds, payable to the University of Toronto and sent to:

Fees Department
University of Toronto
215 Huron Street
Toronto, Ontario M5S 1A1

Payment may also be made at any branch of the banks specified on the fees invoice.

Fees are subject to change by the Governing Council of the University of Toronto.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time.

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1993/94 is not available. Therefore, what follows is the outline of the current program fees for planning purposes. It must be anticipated, however, that fees will increase. The 1993/94 Schedule of Fees will be published in May 1993.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of a one-year full-time fee (i.e., the "1 year program fee"). In the 1992/93 academic year this fee was $2370 for Canadian citizens and permanent residents (Foreign Students, $10,914). The calculation of fees applicable to each program is as shown below.

In addition, full-time students who have completed their program period (and paid the required program fee), and part-time students who have completed the coursework designated for their program but who have not completed all the requirements for the degree, must register annually until the degree requirements have been completed and pay the designated fee.

M.Ed. Degree Candidates

The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the full-time fee) including the preceding summer. Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling Psychology (B) has required residence, which necessitates the payment of full-time fees.

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken.

Ph.D. Degree Candidates

The minimum program fee is equivalent to a 1 year program fee for each year of required residence.

Special Students

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1992/93 academic year the fee for a half-course was $365.50 (Foreign Students, $1637).

POST-PROGRAM (RE-REGISTRATION) FEE

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year and pay the designated fee. If they do not, the degree candidacy may lapse.

Full-time M.Ed. and M.A. candidates in programs not requiring residence who have completed their program period, and part-time M.Ed. and M.A. candidates who have completed the course-work designated for their program but have not completed all the requirements for the degree, must re-register and pay the designated fee in each subsequent year until the degree requirements have been completed.

For students who commenced their degree program prior to May 1, 1993, the re-registration (post-program) fee will be equivalent to approximately 46% of the 1 year full-time program fee. For students who commenced a new degree program after May 1, 1993, the re-registration (post-program) fee will be equivalent to the 1 year full-time program fee.

DUAL REGISTRATION FEE FOR M.A AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 15 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 25, he or she will receive Ph.D. credit for the full session.

If the requirements for the M.A. degree are not completed by then, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $12,000 and $15,000 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $7200 to $9000 for one dependant and approximately $1200 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must submit an Application to Graduate card (see page 32).

SUMMER SESSION STUDENTS

In the 1992 Summer Session the fee was $365.50 (Foreign Students, $1637) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Regular Session fees charged in September.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1992/93 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1992/93 academic year the minimum charge was $50.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL SUPPORT

Unless stated otherwise, all values listed in this section relate to the 1992/93 academic year. Applicants should be aware that the value of an OISE scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. Foreign applicants in particular should note that they will not be accepted without some form of financial support.

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 8th floor, Suite 8-104, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1993 to April 1994 a Graduate Assistantship will have a value of $8000 (excluding 4% vacation pay).

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before January 15, 1993.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1992/93 academic year were offered in the amount of $10,000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1993/94 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1992/93 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1993/94 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1992/93 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1993/94 academic year. Payment of fees is the responsibility of the scholarship holder.

OISE SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,000, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a degree program in the Graduate Department of Education (OISE), University of Toronto. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a degree program. Application forms must be received in the OISE Office of Graduate Studies by January 15, 1993.

Application forms for the following three fellowships (Hetty Chu, Margaret Hambly, and Wilfred Wees) are available in November from the Office of Graduate Studies, OISE, and must be submitted by January 15 to the Registrar in that Office along with an out-

line of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related fields must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar, Office of Graduate Studies, by February 15.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help a visa student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents as of November 30, 1992. Preference is given to Ontario residents.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department.
(b) For prospective full-time students: Ontario Graduate Scholarship Program, Student Support Branch, Ministry of Colleges and Universities, 189 Red River Road—4th floor, P.O. Box 4500, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is mid-November.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $14,436 in 1992/93.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.
(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4.

Closing date is November 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate work in women's studies; and the Joan Sneddon Scholarship of $5000, for study at the master's level in education or some other subject area.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15,000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay Street, Toronto, Ontario M5R 2B7. Closing date for application is January 31, 1993 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION—SCHOLARSHIPS AND AWARDS

These awards, totalling $32,000, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from the Scholarship Committee, Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Regular Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for nontraditional employment.) An applicant, to be eligible, must be:
(a) a female and a Canadian citizen or permanent resident;
(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;
(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31, 1993, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program whereby additional specialized professional qualifications in an area of study related to gerontology are acquired. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

An applicant, to be eligible, must be:
(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;
(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;
(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;
(d) intending to spend a minimum of two years after the time of study working in this field in Canada.
Application forms are available from

the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Gaye Fuller in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE department.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here. In addition, a Graduate Awards Database system is available in the R. W. B. Jackson Library, OISE.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral- level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Curriculum and the Department of Instruction and Special Education at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course.

In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 5 is the last day to withdraw without academic penalty for first term courses and February 26 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.
First Term: Grades for first term courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Second Term: Grades for second term courses and for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.
Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:
(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
—FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant

treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.

A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the SGS Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: a report assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available (to replace NR—Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:
—Summer Session courses, January 20
—First term (A,F) courses, May 20
—Full session (Y,H) courses, September 30
—Second term (B,S) courses, September 30
Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Please note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 16). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education

B. J. Burnaby, A. M. Thomas, A. M. Tough, D. N. Wilson

Department of Applied Psychology

B. Schneider

Department of Curriculum (Centre des langues modernes)

S. Churchill, A. Cumming, J. P. Cummins, M. B. Harley, N. Labrie, S. Lapkin, M. K. Swain

Department of Educational Administration
M. Holmes

Higher Education Group
R. E. S. Hayhoe, I. Winchester

Department of History and Philosophy of Education
A. Prentice

Department of Instruction and Special Education
E. Geva, L. Siegel, J. Wiener

Department of Measurement, Evaluation, and Computer Applications
S. Churchill, G. Hanna, L. D. McLean, R. S. McLean, R. G. Ragsdale

Department of Sociology in Education
G. E. Burns (Centre du Moyen-Nord/ Nord-Est), M. Eichler, M. Heller (Centre de recherches en éducation franco-ontarienne), D. W. Livingstone, C. P. Olson, G. W. West

Voir la section «Interdisciplinary Focuses» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the four interdepartmental specializations described in this section have been formally established.

Two further areas are in the process of being established as interdepartmental specializations: Comparative, International, and Development Education; and Critical Pedagogy and Cultural Studies. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form (page 2, item #3).

ADAPTIVE INSTRUCTION

The Department of Curriculum and the Department of Instruction and Special Education are offering a specialization in Adaptive Instruction. This specialization is concerned with how teaching and learning can be effective in the modern classroom. Factors that contribute to the diversity of students are considered, such as multicultural backgrounds, societal factors, learning and behavioral differences, and factors that impact on teachers and teaching, particularly in the core skills areas of reading and literacy.

For details and course descriptions, see the Adaptive Instruction section in the listings of these two departments.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the following OISE departments: Applied Psychology; Curriculum; Instruction and Special Education; and MECA (Measurement, Evaluation, and Computer Applications). Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied cognitive science is a research-oriented specialization, emphasizing an apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied cognitive science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on page 2 (item #3) of their application form.

Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally a careful selection of courses will satisfy this stipulation, without any additional course load.

Master's degree students are required to take:
(a) 1206 Proseminar in Cognition;
(b) At least one of 1233 Cognition and Instruction and 1234 Foundations of Cognitive Science;
(c) One course in research methodology, to be determined in consultation with the faculty advisor.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: Applied Psychology (Carl Bereiter, Marc Lewis, Keith Oatley, David Olson); Curriculum (Alister Cumming); Instruction and Special Education (Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel, Keith Stanovich); MECA (William Olivier, Marlene Scardamalia). In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Courses that may be counted toward a specialization in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3209, 3220, 3237, 3243, and 3244 (Applied Psychology); 1313 (Curriculum); 3502 (MECA); 5283 and 5287 (Instruction and Special Education).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Office of Graduate Studies.

GLOBAL TRANSFORMATION

The Global Transformation interdepartmental specialization involves faculty and students from several OISE departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Applied Psychology, Curriculum, History and Philosophy of Education, and Sociology in Education. The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through the conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, worldviews and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, and alternative futures. Through the specialization its members have links with the Faculty of Environmental Studies at York University, the International Institute for Global Education at FEUT, and the Global Education Project of the Ontario Teachers' Federation.

Admission

Applicants must meet the admission requirements of a participating OISE department. (It is possible to apply to more than one department, rank ordering department preference on the application form.) Applicants must indicate their interest in the Global Transformation specialization on page 2 (item #3) of the application form.

Requirements

Normally, half of a student's courses must be taken in the home department and half in the Global Transformation specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Global Transformation specialization: Budd Hall, Angela Miles, Sherene Razack, and Allen Tough (Adult Education); Jack Quarter (Applied Psychology/Adult Education); Derek Hodson, Jack Miller, Roger Simon, and Edmund Sullivan (Curriculum); Clive Beck (History and Philosophy of Education); Margrit Eichler, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Global Transformation include: 1105, 1111, 1131, 1136, 1143, 1144, 1148, 3116, and 3119 (Adult Education); 1304, 1324, 1354, 1366, and 1386 (Curriculum); 1900, 1903, 1917, 1920, 1941, 1948, 1979, 1984, 3935, and 3984 (Sociology in Education).

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs within the following OISE departments: Adult Education, Applied Psychology, History and Philosophy of Education, and Sociology in Education. The Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study, while the Centre for Women's Studies in Education coordinates these programs. Programs include courses in the areas of women's /feminist studies, gender relations, and sex differences and similarities that are offered in each of the above departments as well as other OISE departments and other departments of the University of Toronto. The bases for this specialization include the large number of feminist scholars on the faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application forms (page 2, item #3). Students with undergraduate degrees or coursework in women's studies are especially strong applicants for this specialization.

Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the student's home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: Adult Education (Helen Lenskyj, Angela Miles, Sherene Razack, Kathleen Rockhill); Applied Psychology (Margaret Schneider); History and Philosophy of Education (Deanne Bogdan, Ruth Pierson, Alison Prentice); Sociology in Education (Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Dorothy Smith). In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

INTERDISCIPLINARY FOCUSES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on page 2, item #3, of the application form.

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

COMMUNITY COLLEGE

A variety of OISE departments offer courses that could be combined in a program focused on the Community College. Depending on the student's interest, a program could include courses from Adult Education, Curriculum, Educational Administration, the Higher Education Group, MECA, and Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Lynn Davie and Alan Thomas (Adult Education); Richard Townsend (Educational Administration); Michael Skolnik (Higher Education Group); William Olivier (MECA).

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in Adult Education, the Higher Education Group, and Sociology in Education. Academic coordination of the focus is in the Comparative, International, and Development Education Centre. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin, and address inquiries to the Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Helen Lenskyj, Angela Miles, Sherene Razack, and Kathleen Rockhill (Adult Education); Jack Quarter (Applied Psychology); James Cummins, Diane Gérin-Lajoie, Robert Morgan, Roger Simon, and Edmund Sullivan (Curriculum); David Corson (Educational Administration); Malcolm Levin (History and Philosophy of Education); Sandra Acker, Kari Dehli, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie en éducation offrent quelques cours en français à Toronto.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Études des programmes scolaires» et qui se donne entièrement en français par le biais de l'éducation à distance. Un seul cours est obligatoire. Il s'agit du cours 1300 «Fondements des programmes scolaires».

De même, le Département de sociologie en éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Société et éducation» et qui se donne également en français par le biais de l'éducation à distance.

Pour de plus amples renseignements sur les cours de ces deux programmes, veuillez consulter les sections «Department of Curriculum» et «Department of Sociology in Education».

Ces deux programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto y ont aussi accès. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Les étudiants doivent tenir compte des conditions d'admission en vigueur dans chaque département. Par ailleurs, les cours donnés en français se concentrant à l'intérieur des deux programmes sus-mentionnés, les étudiants ont la possibilité de s'inscrire aux cours simultanément offerts dans les deux programmes.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins, Robert Morgan, and Roger Simon (Curriculum); David Corson (Educational Administration); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Faculty members involved include: Budd Hall (Adult Education); Peter Gamlin and Aaron Wolfgang (Applied Psychology); Alister Cumming, James Cummins, Grace Feuerverger, and Birgit Harley (Curriculum); Harold Troper (History and Philosophy of Education); George Dei, Monica Heller, and Roxana Ng (Sociology in Education).

Courses now offered include: 1128 and 3116 (Adult Education); 1203, 1212, 1213, 1214, 3221, and 3234 (Applied Psychology); 1304, 1317, 1334, 1335, 1336, 1337, 1380, and 3318 (Curriculum); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1941, 1942, 1948, and 3903 (Sociology in Education).

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

In the Department of Applied Psychology there are coordinators of multicultural counselling and teaching who may be contacted (Aaron Wolfgang and Peter Gamlin). In other departments individual faculty within this focus may be consulted.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, Budd Hall, and Kathleen Rockhill (Adult Education); Carl Bereiter and David Olson (Applied Pscyhology); Johan Aitken, David Booth, Alister Cumming, Robert Morgan, and Gordon Wells (Curriculum); David Corson (Educational Administration); Deanne Bogdan (History and Philosophy of Education); Esther Geva, Linda Siegel, Keith Stanovich, and Dale Willows (Instruction and Special Education); Peter Evans, Leslie McLean, and Marlene Scardamalia (MECA); Kari Dehli, James Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest to students include: 1125 (Adult Education); 3209 and 3220 (Applied Psychology); 1310, 1311, 1313, 1315, 1326, 1327, 1381, 1386, 3313, and 3314 (Curriculum); 1045 (Educational Administration); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1285, 1286, 4271, 4275, 4292, 4294, 4296, 5286, and 5287 (Instruction and Special Education); 3502 (MECA); 1928, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact David Olson (Applied Psychology), Gordon Wells (Curriculum), or James Heap (Sociology in Education).

FEUT/OISE JOINT CENTRE FOR TEACHER DEVELOPMENT

The Joint Centre for Teacher Development is a newly created body representing the Ontario Institute for Studies in Education and the University of Toronto. The Centre was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre intends to coordinate a focus in teacher development, to engage in research and development projects, and to facilitate pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

—Teaching is a reflective, inquiry-oriented activity.

—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.

—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.

—Individual improvement and school improvement are interconnected.

—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from FEUT, OISE, and other University of Toronto graduate departments. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Patrick Allen, Michael Connelly, Grace Feuerverger, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Dwight Boyd (History and Philosophy of Education); Andrew Hargreaves and Kenneth Leithwood (Educational Administration); Gila Hanna (MECA); Dorothy Smith (Sociology in Education); Johan Aitken, Steven Anderson, Mary Beattie, Patrick Diamond, and Dennis Thiessen (FEUT); Michael Fullan (FEUT and Sociology in Education); Russell Brown (Department of English, University of Toronto).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on page 2, item #3, of the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of January 1, 1993. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

ADULT EDUCATION

Barbara J. Burnaby, Ph.D. (Toronto)
Associate Professor, and Chairperson of the Department
(cross-cultural language and literacy; English as a second language; Aboriginal education; adult basic literacy)

Graduate Studies Academic Secretary:
Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Admission inquiries should be directed to:
Budd L. Hall, Ph.D. (California at Los Angeles)
Associate Professor
(adult education and global change; poetry and social movements; political economy of adult education; participatory research; peace education; role of nongovernmental organizations in global change)

William E. Alexander, Ph.D. (Syracuse)
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Lynn E. Davie, Ph.D. (Wisconsin)
Associate Professor
(adult learning; computer applications; program evaluation; distance education)

James A. Draper, Ph.D. (Wisconsin)
Associate Professor
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

Virginia R. Griffin, Ph.D. (Chicago)
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives; holistic learning)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor
(organization renewal; change and conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Angela R. Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from Applied Psychology

Sherene H. Razack, Ph.D. (Toronto)
Assistant Professor
(critical global and community issues; feminism; human rights; law; critical pedagogy; racism; education for social change; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; manpower and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Organization development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Professional Development, Humber College of Applied Arts and Technology

Dale E. Shuttleworth, Ph.D. (Toronto)
Superintendent of Community Services, Board of Education for the City of York

Debby Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI:

Donald H. Brundage, Ed.D. (Columbia)
M. Dormer Ellis, Ed.D. (Toronto)
Diana J. Ironside, M.A. (Syracuse)
Walter G. Pitman, M.A. (Toronto)

ADMISSION TO THE DEPARTMENT

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice.

Admission procedures are described in the "Application for Admission" section of this Bulletin. Please note that January 15 is the deadline for receiving applications to all certificate and degree programs.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of candidates who satisfy minimum admission requirements as stated in the "General Requirements for Admission and Degrees" section of this Bulletin. Consequently, each year, a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

The Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult or related aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further clarification about admissions criteria can be discussed with the Admissions Chair of the department.

PROGRAMS

The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the social and political concerns of providing learning resources for adults individually and collectively, and international and comparative adult education.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, administration, research, and analysis in all areas of individual and community education.

The general approach to learning in the department is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Each student's program is self-constructed and may be focused on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, four areas of concentration are described in more detail below. A student may elect to enter the department at either the certificate, master's, or doctoral level in one of these four areas of concentration. Each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs.

Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further clarification about any of the programs can be discussed with the coordinators in the areas of concentration described below.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, training programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires three specific half-courses. The Critical Global and Community Issues focus requires one specific half-course.

Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See "Fees" section of this Bulletin.)

Inquiries are to be directed to the Coordinator of the Certificate Program, James A. Draper, Department of Adult Education, in writing or by calling 923-6641, ext. 2347. Application forms can be obtained by writing or by calling 923-6641, ext. 2363; completed forms must be returned to the Department of Adult Education, Certificate Program.

MASTER OF EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see Master of Education program in the "General Requirements for Admission and Degrees" section).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term. M.Ed. students are required to fulfil a comprehensive requirement through one of the three following options: (a) a three-hour comprehensive examination based on the courses that the student has taken; (b) an integrative paper with a focus that reflects course concepts, theories, and scholarly writing and research in the field; or (c) a research paper in which an appropriate methodology or approach (e.g., quantitative, qualitative, or historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review.

Students wishing to take the examination alternative should arrange with the

Graduate Studies Academic Secretary to write the examination before their deadline. Students planning on the integrative or research alternatives are expected to take the M.Ed. Comprehensive Seminar in Adult Education (1142), which is designed to assist them in fulfilling the comprehensive requirement. This should be taken after approximately the student's seventh course. Students pursuing the research paper alternative must have taken at least one half-course in research methodology.

M.Ed. students must submit their comprehensive documents before December 16, April 15, or August 26, whichever falls in the term after their last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive document by April 15.

Students should find out what fee will be charged if their comprehensive requirement is handed in after the term in which they have completed their last course.

MASTER OF ARTS

The Master of Arts program consists of twelve half-courses and a thesis. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) The number of half-courses may be reduced if the student is granted credit for previous university study in adult education. Every program should include at least six half-courses in Adult Education and two half-courses in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102H and two half-courses in research methodology.

AREAS OF CONCENTRATION

An applicant may apply to one of the following four areas of concentration. The specific concentration must be indicated on the application.

Comparative, International, and Development Education

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Students and faculty interests range from the development of educational programs and policies to deal with specific social and economic problems to the development of sounder theoretical understanding of the role of organized learning in the development of large social systems.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Budd Hall, Alan Thomas, and David Wilson (Adult Education); George Dei, David Livingstone, Paul Olson, and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

Basic Courses
Master's Level: 1114, 1127, 1128, 1139, 1920, 1941, 1825, 1826.
Doctoral Level: 3940, 3114.

Specialization Courses
Master's Level: 1105, 1124, 1125, 1138, 1806, 1904, 1948.
Doctoral Level: 3101, 3108, 3116, 3119, 3807, 3810, 3930, 3935, 3995.

Critical Global and Community Issues

Students interested in critical issues (global and community) will find a wide range of learning opportunities within this area of concentration. These include social issues, world problems, social movements and collective action, community education, cooperative and community development, workplace and organizational democracy, media, potential futures, popular education, education for critical consciousness, teaching about global issues, and implications for one's own practice. There are also opportunities to learn conceptual and research skills, including critical skills, interpretive approaches, feminist analysis, and futures studies.

Students are free to focus on particular social concerns, such as race, class, gender, sexuality, violence, poverty, health, environment, peace, women in development, and human rights. Although faculty members cannot offer courses and expertise in all of these social concerns, the diversity of student (and faculty) interests and experiences provides a stimulating environment for dialogue and learning. In the Critical Global and Community Issues area of concentration, it is hoped that new thinking and new practices will emerge through lively exchange between scholars, activists/practitioners, and policymakers.

The following usually teach at least one course within this area of concentration: Clive Beck, James Draper, Budd Hall, Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, Kathleen Rockhill, Edmund Sullivan, and Allen Tough.

In addition to the usual application procedures, applicants to this area of concentration are urged to send one page describing their relevant background and interests to the Acting Coordinator: Critical Issues area of concentration, care of the Department of Adult Education.

Students are strongly advised to enrol in the focus orientation course, which will provide an important introduction to the focus content and to students and faculty in the focus. Check the annual schedule of courses for details.

Developing Human Resources (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide for a special event that supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $500–$700.

The DHR concentration is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR program on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

The following usually teach at least one course within this area of concentration: William Alexander, Diana Ironside, and Marilyn Laiken.

Specialization Courses
1117, 1118, 1130, 1135, 1140, 1141.

Related Courses
1101, 1106.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This form can be obtained by writing or calling the DHR Coordinator (923-6641, ext. 2240). It must be returned directly to the DHR Coordinator in the Department of Adult Education by January 15.

Teaching and Learning

The Teaching and Learning area of concentration attracts students and faculty who are interested in a wide variety of topics related to adult learning theory, adult developmental theory, and models of adult learning facilitation. Examples of topic areas of interest to faculty and students include: experiential learning, self-directed learning and change, program planning and evaluation, transformational learning, holistic learning, learning facilitation groups, adult development and maturation, aging, computer-assisted learning, and distance education. While the areas of interest are diverse, students and faculty share a common interest in improving their understanding of learning and teaching.

Faculty actively working in this area are: Barbara Burnaby, Lynn Davie, Virginia Griffin, and Alan Thomas.

Basic Courses:
Master's Level: 1101, 1106, 1108, 1110, 1113, 1116, 1125, 1137, and 1138.

Doctoral Level: 3111, 3112, 3115, 3117, 3124, and 3125.

OFF-CAMPUS COURSES

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1993 Summer Session and 1993/94 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

The following courses are normally offered off-campus: 1100 Outline of Adult Education; 1101 Program Planning in Adult Education; 1103 Methods of Inquiry in Adult Education; 1116 Learning Values in Adulthood; 1133 Introduction to Qualitative Research in Adult Education; and 1137 Evaluation of Adult Education Programs. A section of 1137 will be delivered on OISE's computer conferencing system (Participate) and will include instruction in the use of computer conferencing.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

1100 F,S Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100F,S during the first term of their program.
J. A. Draper, B. L. Hall, D. J. Ironside, A. M. Thomas, or staff

1101 F,S Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 F,S Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L. E. Davie, or staff

1105 F,S Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) oppressed groups, (2) classic writing in popular education, community organizing, feminist and socialist education, and (3) a variety of case studies.
A. R. Miles, S. H. Razack, or staff

1106 F,S Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.

A special section of this course is offered to DHR students and others who are interested in the application of small-group theory to team development within organizational settings. This section is entitled "Developing High-Performing Teams."
W. E. Alexander, M. Laiken, or staff

1108 F,S Intentional Changes (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.
A. M. Tough, or staff

1109 F,S Parental Education for Family Living

An examination of how the family has functioned in its parenting role throughout history, with a view to understanding the current patterns of family behavior. In-depth consideration will be given to why we treat our children the way we do and what trends may be significant for the future. Attention will be given to skills and methods of working with parents. Students will share in the setting of learning objectives for the seminar and will be required to partici-

pate in the preparation and presentation of projects related to selected areas of study.
Staff

1110 F,S Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.
V. R. Griffin, or staff

1111 F,S Crucial Questions about the Future: Implications for Educators

An exploration of significant questions about our future and stimulating answers suggested by futurists. How important is the ongoing flourishing of human civilization? Is a positive or negative future more likely? Which world problems need the most attention: war, environment, poverty, population, governance? How can we achieve a reasonably positive future? What research and learning are required? As educators and citizens, how can each of us make a difference?
A. M. Tough, or staff

1113 F,S The Maturation Process and Adult Learning

The course offers a critical analysis of theories of adult development and aging. It examines the effects of gender, social class, race/ethnicity, and sexuality on adult development, learning, and experience. Topics for discussion include families, friendship, health, sexualities, power and violence, work, leisure, poverty, ageism, education, and political activism.
H. Lenskyj, or staff

1114 F,S Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A. M. Thomas, or staff

1116 F,S,H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

1117 F,S Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

1118 F,S Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS)—a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS

will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

1119 F Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
M. Laiken, and staff

1120 F,S Foundations of Adult Counselling

An introductory course that explains some of the concepts of human behavior from a systemic perspective. It examines issues, theories, and principles involved in the field of adult counselling. The course includes project presentations, practice, personal reflection, and a major discussion paper. It will be of interest to people practising in the counselling, academic, and health areas as well as those working with individuals in service agencies, employment centres, and community programs.
Staff

1122 F,S Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department. Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
M. Laiken, or staff

1124 F,S The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

1125 F,S Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
B. J. Burnaby, J. A. Draper, or staff

1127 F,S Education and Social Development

This course examines the linkages between education, both formal and nonformal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J. P. Farrell, or staff

1128 F,S Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D. N. Wilson, or staff

1130 F A Participant-Directed Seminar: Learning in Organizations

This course is an entry requirement for all new DHR students, to provide an orientation to the department and the DHR concentration, and to begin building the DHR group as a learning community. The course is intended for students who have a special interest in the application of adult education principles within an organizational context. Beginning with a retreat weekend, followed by seminar sessions, participants create and operate their own "learning organization." The overall purpose of this organizaiton, once it is developed, is to meet the learning needs of its members, as identified by them. A second, related purpose is to explore the dynamics and development of the learning organization, including the obstacles to organizational growth and effective functioning.

This course is open only to DHR students who have been accepted in the spring prior to the regular academic year in which the course is scheduled. Prerequisite: Permission of the instructor.

M. Laiken, or staff

1131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.

Staff

1133 F,S,H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of the instructor.
B. J. Burnaby, or staff

1135 F,S Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field agencies, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of the instructor, obtained at least two months before the course begins.
M. Laiken, or staff

1136 F,S Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Gramsci, Miles, and Freire and from the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
B. L. Hall, or staff

1137 F,S Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L. E. Davie, D. N. Wilson, or staff

1138 F,S Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for un-

derstanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

1140 B Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.
Open to DHR students only. Prerequisite: Permission of the instructor.
W. E. Alexander, or staff

1141 F,S Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
M. Laiken, or staff

1142 F,S M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is designed for students who are completing the coursework portion of an M.Ed. degree program, to assist them in fulfilling the requirements of either an integrative paper or a research project. In the former case, it is intended to integrate what has been learned in diverse courses and other learning experiences in their program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education. In the latter case, it is intended to assist students in developing a research design, formulating research questions, and overall developing a plan for undertaking and writing their research. Participants are advised to take at least one research course prior to entering the seminar. The seminar is an integral part of the department's M.Ed. comprehensive requirement, and should be taken in, or as near as possible to, a student's last term of coursework.
This course is designed for Adult Education M.Ed. students who have chosen either the research project or integrative-paper/comprehensive alternative.
Prerequisite: Permission of the instructor.
Staff

1143 S Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with this perspective and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality
A. R. Miles, S. H. Razack, or staff

1144 F,S Teaching about Global Issues

How can educators help people of all ages learn about social issues, world problems, and the future? This course will examine how such learning can be fostered through classroom teaching, workshops, informal groups, self-planned learning, media, etc. Each student will focus on a particular global or social issue, such as environment, poverty, war, violence, racism, human rights, social justice, women, health, family planning, or the world's children.

A. M. Tough

1145 F Participatory Research in the Community and the Workplace

A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.

B. L. Hall

1148 S An Introduction to Workplace and Community Democracy

This course provides an introduction to a series of topics related to extending democracy to the workplace and the community. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

1149 F,S Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

H. Lenskyj

1151 F Approaches to Critical Global Community Issues

An introductory course for the students participating in the Critical Global Community Issues area. The course is intended to provide an orientation for new students in this area to the resources in the Institute that deal with diverse critical perspectives on social change, social movements, education, and research. A critical understanding of social power relations will be highlighted in the areas of gender, class, race, and global dynamics.

E. V. Sullivan

1152 F,S,H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S Major Programs and Issues in Adult Education

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publica-

tions. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas, or staff

3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be composed of students with similar research interests.

Prerequisite: One or more courses in research design.
L. E. Davie, or staff

3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
A. M. Thomas and J. P. Farrell

3108 F,S Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

3111 F,S Theories of Psychological Development during Adulthood

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.
Staff

3112 F,S Educational Gerontology

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using com-

parative data, and (b) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, or staff

3115 Y Women's Learning in the Development of Critical Consciousness

Drawing upon postmodern theory, critical consciousness as an approach to feminist learning, education, and politics is explored. An emphasis is placed upon theories and voices of women "from the margins" in order to examine how women variously embody and live their social construction through race, class, and heterosexism, and how these constructions are regulated and resisted. The concept of political autobiography is used in order to critically analyse how personal experience is produced through power relationships in everyday life. Using memory-work, participants are encouraged to theorize from a range of "creative" forms of expression while exploring the discursive boundaries between artistic and academic production. Background in anti-racist and/or feminist theory and practice helpful.
K. Rockhill, or staff

3116 F,S Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; critical examination of anti-racist and multicultural education combines a theoretical and experiential approach with an emphasis on contemporary issues.
B. L. Hall, or staff

3117 F,S Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

3118 F,S Seminar: Contemporary Policy Issues in Continuing Education in Canada

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members—Farrell, Thomas, and Wilson—with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in manpower development.
Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and D. N. Wilson

3119 F,S Adult Learning and Social Change: Global Feminist Perspectives

The course examines feminist theory and practice that is informed by a global perspective. It provides an opportunity for students to study feminist practice internationally and addresses the general principles and current debates in this global politics through a comparative examination of "First" and "Third" World writing and organizing around social change/ development.
A. R. Miles, or staff

3124 F,S Advanced Seminar: Basic Processes in Facilitating Adult Learning

Collegial seminar for intensive examination of selected issues arising in course 1110F,S.
Prerequisite: Completion of 1110F,S and permission of instructor.
V. R. Griffin, or staff

3125 F,S Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A. M. Thomas, or staff

3126 F Education and World Community: Socio-Psychological Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states —that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. Finally, efforts will be made to extend a peace paradigm as part of an educational effort to create a global world community based on peaceful means of social praxis.
E. V. Sullivan, or staff

3131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics—such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization—are also considered. Prerequisite: Permission of the instructor.
K. Rockhill, or staff

3134 H Global Ecological Issues from a Community Educational Perspective

An examination of global ecological issues, within a communitarian perspective, on social ethics: e.g., soil loss, smog, acid rain, the greenhouse effect, ozone layer depletion, radiation damage, fragile ecosystems (tropical rainforests, the Arctic), and water poisoning via domestic sewage, toxic chemicals, and industrial wastes. The course considers both educational means to increase awareness of these issues and community mobilization efforts in response to them. Thus it combines knowledge about the study of these problems with educational interventions that community mobilization can accomplish in dealing with them. Each student will investigate a particular community mobilization effort.
E. V. Sullivan

3152 F,S,H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243F Seminar in Community Psychology and Community Development: Part I (J. Quarter and E. V. Sullivan)
3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions (E. V. Sullivan)
3247F,S Cooperative and Community Development: Social, Psychological, and Educational Perspectives (J. Quarter)
3248F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives (J. Quarter)
3249F,S Methods in Critical Social Analysis in Community Psychology (E. V. Sullivan)

History and Philosophy of Education
1481F,S,H Worldview Education: Religious and Non-religious Perspectives (C. M. Beck)
1489F,S,H Personal and Social Education (C. M. Beck)

APPLIED PSYCHOLOGY

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary:
Kent Henderson, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(motivation and learning; clinical and academic assessment)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Paula J. Caplan, Ph.D. (Duke)
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

Ardra Cole, Ed.D. (Toronto)
Assistant Professor
(teacher development, teacher induction, and teacher socialization; qualitative research methods)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

Morris N. Eagle, Ph.D. (New York)
Professor
(counselling and psychotherapy; psychoanalytic theory, practice; psychopathology; memory; philosophy of mind)

Peter Gamlin, Ph.D. (Cornell)
Professor
(cognitive development; language comprehension)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

Marc Lewis, Ph.D. (Toronto)
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions in development)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social–emotional relationships and depression in schools; ethnic identity development)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; computer simulations)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto; and Head, Centre for Applied Cognitive Science
(language development; cognitive development; theory of instruction)

Sandra R. Palef, Ph.D. (Toronto)
Associate Professor
(psychoanalysis and psychotherapy: theory and technique)

Larry E. Pass, Ph.D. (Alberta)
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

Niva Piran, Ph.D. (Texas)
Associate Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; female development; psychodynamic psychotherapy; projective testing)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Adult Education
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

Ellen M. Regan, Ed.D. (State University of New York at Albany)
Professor
(early childhood/elementary education; classroom studies with focus on teacher beliefs/decisions; parent beliefs/perceptions with reference to child learning practices)

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; school-based mental health promotion; attention and behavior disorders)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community psychology; human sexuality; research methodology; feminist issues; occupational stress)

Lana Stermac, Ph.D. (Toronto)
Associate Professor
(sexual and physical violence; child abuse; addictions; feminist psychotherapy; therapist sexual exploitation of clients)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

Jeri D. Wine, Ph.D. (Waterloo)
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

Aaron Wolfgang, Ph.D. (Oklahoma)
Professor
(nonverbal communication; teaching, counselling, and adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Niagara Centre (career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education, and OISE internship supervisor

Esther Gelcer, Ph.D. (Toronto)
Chief Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham, and OISE internship supervisor

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice, and OISE internship supervisor

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Nathan Pollock, Ph.D. (Toronto)
Forensic Service, Clarke Institute of Psychiatry, Toronto

Dennis Raphael, Ph.D. (Toronto)
Faculty of Social Work, University of Toronto

Margo Rivera, Ph.D. (Toronto)
Psychologist—private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist—private practice

Eva Szekely, Ed.D. (Toronto)
Psychologist, Scarborough Centenary Health Clinic

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnical Institute

INTERNSHIP SUPERVISORS:

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Clifford M. Christensen, Ph.D. (Minnesota)
Robert B. MacIntyre, Ph.D. (George Peabody)
Dorothy Shipe, Ph.D. (George Peabody)
John C. Weiser, Ed.D. (Missouri)

PROGRAMS

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Educational Psychology: M.Ed., Ed.D., M.A., and Ph.D. programs
—Counselling Psychology: M.Ed. and Ed.D. programs
—School Psychology: M.A. and Ph.D. programs, plus M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin; see the respective subsections pertaining to each degree program.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is a mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page of this Bulletin).

Application materials are obtainable from the Office of Graduate Studies. For further information, see the "Application for Admission" section of this Bulletin.

Normally, students apply to one specialization, but under certain circumstances a student may apply for two specializations in any two divisions in the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section of this Bulletin with these exceptions: The M.A. in School Psychology is a two-year program after a four-year degree in psychology. The M.Ed. in Counselling Psychology (B) requires a four-year degree in psychology and full-time residence in the program. The Ed.D. in Counselling Psychology (B) requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

1. Professional practice of psychology in Ontario is regulated by the Ontario Board of Examiners in Psychology (OBEP).
2. Only certain programs in the Department of Applied Psychology are intended to possibly meet the academic requirements for registration as a psychologist contained in OBEP's guidelines:

—Ed.D. Counselling Psychology (B)
—Ph.D. Early Childhood
—Ph.D. School Psychology
—Ph.D. Educational Psychology

A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. in Counselling Psychology (A) or (B) after a four-year undergraduate degree in psychology or the equivalent.

For further information on registration as a psychologist contact:

The Registrar, Ontario Board of
Examiners in Psychology
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Tel: (416) 961-8817

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice by any psychology student for a fee.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling Psychology (B) programs and Early Childhood, will be required to write comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY DIVISION

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science and community psychology. The M.Ed. and Ed.D. programs focus on the psychology of teaching and community psychology. Students interested in the M.Ed. and Ed.D. programs must indicate the focus they are interested in when they apply.

MASTER OF EDUCATION

The program features two different focuses. Students will be expected to apply for one of the two described below.

Focus on Teaching

This program emphasizes the psychology of instruction, and is intended primarily for teachers wishing to reflect on and improve their classroom teaching.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of professional experience.

Program of Study

Those admitted are expected to take at least six half-courses in the Department of Applied Psychology with an emphasis in Educational Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

Focus on Community Psychology

Designed primarily for individuals interested in a community orientation to social problems with an accent on social class, gender, and ethnic issues.

Note: Only a limited number of students at the master's level will be admitted in 1993/94, with no guarantee that a doctoral program in community psychology will be available.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) A year of professional experience.

Program of Study

Those admitted are expected to take at

least four half-courses with a heavy emphasis in community psychology. Additional courses with an emphasis in community development may be taken in other departments of the Institute. A core course in community psychology and a practicum in a community setting will be required. Students may pursue this degree under Option I or Option II. However, students planning to seek admission to the doctoral program should follow Option II.

The complete program (which may be undertaken on a full- or a part-time basis) should be arranged in consultation with a faculty advisor.

MASTER OF ARTS

Students pursuing this degree must follow the Applied Cognitive Science focus or the Community Psychology focus.

Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirement
A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

Focus on Community Psychology

The M.A. program is designed to introduce candidates to social psychological theory and research relating to community issues that involve an analysis of class, gender, and ethnicity.

Note: Only a limited number of students at the master's level will be admitted in 1993/94, with no guarantee that a doctoral program in community psychology will be available.

Admission Requirement
A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF EDUCATION

This program features two different focuses. Students will be expected to apply specifically for one of the two described below.

Focus on Teaching

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

(a) A University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;

(b) If accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study

(a) A minimum of eight half-courses, four of which must be in Applied Psychology;

(b) A thesis.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

Teaching with an Emphasis in Multicultural Studies

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focusing on multicultural studies. Eight half-courses are required, plus a thesis.

Focus on Community Psychology

(Closed to new admissions for 1993/94)

DOCTOR OF PHILOSOPHY

The program features two different focuses. Students will be expected to apply for one of the two described below.

Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements

A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study

(a) A minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also one minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto;

(b) A comprehensive examination;

(c) A thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

Focus on Community Psychology
(Closed to new admissions for 1993/94)

COUNSELLING PSYCHOLOGY DIVISION

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING
The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from:

The Registrar, Services Section
Ministry of Education, 18th floor
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L4

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology (A).

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Teacher certification;
(c) At least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

Applicants to the M.Ed. in Guidance and Counselling may elect either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (A)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year if pursued on a full-time basis, or mid-B in the five most recent and most senior full course equivalents if the degree was pursued on a part-time basis;

(b) At least one year of relevant experience.

Program of Study

Applicants to Counselling Psychology (A) may elect either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). Applicants must indicate on page 2 of the application form which option they prefer.

Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling theory and a practicum. In addition, it is highly recommended that Option II students take an appropriate course in research methodology in consultation with the research paper supervisor.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to the Ed.D. in Counselling Psychology either for Educational Settings (A) or for Psychological Settings (B). In the case of the latter, however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (B)

This program is limited to applicants who are planning to apply to continue their studies through the Ed.D. in Counselling Psychology for Psychological Settings (B) program. (See the Ed.D. (B) program below.) However, admission to the M.Ed. (B) does not guarantee admission to the Ed.D. (B). The M.Ed. (B) students will be considered for admission to the Ed.D. (B) program together with all other applicants. Only a small number of applicants are accepted into this program each year.

Please note: The M.Ed. (B) together with the Ed.D. (B) in Counselling Psychology for Psychological Settings may meet the academic requirements for registration as a psychologist as outlined in OBEP's guidelines.

Admission Requirement

A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better.

Program of Study

The M.Ed. degree program in Counselling Psychology (B) will be pursued under the Institute's Option II (eight half-courses plus a research project/paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of four half-courses in Counselling Psychology. In addition, it is highly recommended that students take an appropriate course in research methodology in consultation with the research paper supervisor.

Residence Requirements
Residence is required from September to April, which represents the Regular Session. (See definition of residence in "General Information" section.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options at this level—the Ed.D. in Counselling Psychology for Educational Settings (A) and the Ed.D. in Counselling Psychology for Psychological Settings (B). They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

Ed.D. in Counselling Psychology for Educational Settings (A)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
In addition to those requirements for admission to the Doctor of Education programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:
(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology (A) or (B) or in

Guidance and Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.
(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements
Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Counselling with an Emphasis in Multicultural Studies
Students interested in combining their interests in counselling and multiculturalism at the doctoral level may do so by entering the Ed.D. in Counselling Psychology (A) or (B) and focusing on multicultural studies.

Ed.D. in Counselling Psychology for Psychological Settings (B)
The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements
The Department of Applied Psychology specifies the following:
(a) A four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate degree with at least six full psychology courses;
(b) The applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology (A) or (B) from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (B) program may be admitted under the condition that this requirement will be included in the doctoral program;
(c) Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (B) program;
(d) Applicants who hold an M.Ed. (B) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required.

If a student has completed the M.Ed. (B) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
Two years of residence are required of students entering the Ed.D. (B) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (B) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined syste-

matically in general psychology and in professional psychology. The examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY DIVISION

The School Psychology Division offers programs in both School Psychology and Early Childhood.

MASTER OF ARTS (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as practitioners and consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission Requirements

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology with a B+ average or better. Those with three-year undergraduate degrees in psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Program of Study

The program normally requires a minimum residence period of two academic years. The program requires the completion of a minimum of twelve half-courses, two practicum placements, and the submission of a satisfactory master's thesis. At least nine half-courses should be taken in the Department of Applied Psychology, five of which must be in School Psychology.

Students in consultation with a faculty advisor will devise an individualized program that takes into account the student's academic and professional background and preferences, departmental rules, and course availability.

DOCTOR OF PHILOSOPHY (SCHOOL PSYCHOLOGY OPTION)

Like the master's program above, this program is intended to prepare persons to help in the solution of practical psychoeducational problems, as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably assume positions of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually expected for positions requiring the master's degree.

Admission Requirements

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School Consultant Option) described above. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School Consultant Option) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses and an internship placement. Their program, which should be arranged in consultation with a faculty advisor, should take into account their academic and professional background and preferences, departmental rules, course requirements already met, course availability, and internship requirements. The majority of the courses should be taken in the Department of Applied Psychology and should include at least three in School Psychology.

In addition, all students proceeding to a Ph.D. degree in School Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

MASTER OF EDUCATION (EARLY CHILDHOOD)

Students entering this focus will have had experience as teachers and/or early childhood specialists. The aim of the program is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) A year of experience working with children in an approved setting;
(c) A minimum of one undergraduate course in child development.

Program of Study
A program of study will be developed with an advisor and will require at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or full-time basis.

DOCTOR OF EDUCATION (EARLY CHILDHOOD)

This program is designed primarily for persons who have had considerable experience working with children—for example, as teachers or as specialists in child psychology or child welfare at the master's level—and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the children's field.

Admission Requirements
(a) A University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;
(b) Successful professional experience in early childhood education or in a relevant field;
(c) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis.
After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

Program of Study
The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and course requirements.
(a) A minimum of eight half-courses are required, four of which must be taken in the Department of Applied Psychology;
(b) The Ed.D. thesis will report the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focuses directly on empirical aspects of educational practice;
(c) A comprehensive examination for all candidates who commence the Ed.D. degree program after July 1, 1991;
(d) Practica or internship.

Residence Requirement
One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS (EARLY CHILDHOOD)

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, educational issues, and/or clinical problems.

Admission Requirements
A University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better.

Program of Study
(a) Six half-courses;
(b) A thesis.

Residence Requirement
One year of full-time study is to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY (EARLY CHILDHOOD)

This program emphasizes conducting original research in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements
(a) A University of Toronto M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;
(b) Professional experience in early childhood or a relevant field.

Program of Study
(a) A minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses, of which two should be in the minor area;
(b) An internship;
(c) A comprehensive examination;
(d) A thesis.

MASTER OF EDUCATION WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare educators and counsellors living in a multicultural and multiracial society. Those who intend to work, or are working, in a multicultural school or community setting will find these courses particularly relevant. Courses offered are also appropriate for Canadian students interested in working and living in other cultures as well as international students.

Admission Requirements
(a) An undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) Psychology courses at the undergraduate level are desirable but are not a prerequisite for admission;
(c) At least one year of successful employment. Experience working in the multicultural field is desirable but is not a prerequisite for admission.

Program of Study
Applicants to this program should elect Option I (ten half-courses plus a comprehensive examination). They should indicate this option on page 2 of the application form.

The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto. Aaron Wolfgang and Peter Gamlin are the coordinators of the focus. A program of study should be worked out by each student in consultation with these faculty coordinators. A minimum of three half-courses must be taken in the Department of Applied Psychology. If doctoral study is contemplated, at least four half-courses must be taken in the department.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1270s, 1280s, and 1290s; all of these are in the Department of Instruction and Special Education.

1200 F,S,H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
Staff

1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H, for Counselling students only. Full-time Counselling students may take 1203Y concurrently with 1202F,S,H.
M. A. Guttman and staff

1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.
Staff

1206 F,S,H Proseminar in Cognition

An examination of theoretical aspects of human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquisition in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.
Staff

1207 F,S,H Motivation in Educational Contexts

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
K. Henderson

1208 F The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

1209 F,S,H Seminar: Social Psychology and Education

Policy alternatives such as cooperative education, social realism and stereotyping in curriculum, and teacher democracy will be explored in the context of a socialist humanist theory. The roots of socialist humanism including neo-Marxism and utopian cases such as the Israeli Kibbutz will be developed.
J. Quarter

1210 F,S,H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.
D. Hunt

1211 F,S,H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
E. M. Regan

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of the instructor.
A. Wolfgang

1213 Y Intercultural Practicum

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other

cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

1214 F,S,H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of the instructor.
A. Wolfgang

1216 Y Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–Revised, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
K. Henderson and staff

1217 F,S,H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

1219 F,S,H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
K. Henderson

1220 Y Seminar and Practicum in School Psychology: Part I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and O. Weininger

1221 F,S,H Seminar and Practicum in School Psychology: Part II

Further examination and discussion of professional relations in school models of psychological service delivery, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.
Prerequisites: 1219F,S,H and 1220Y.
S. Miezitis and O. Weininger

1224 F,S,H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and

social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School Psychology program who have completed 1216Y. Permission of the instructor is required.
Staff

1226 F,S,H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H Practicum in Educational Psychology

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

1229 F,S,H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of the instructor.
Staff

1230 F,S,H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

1232 F,S,H Psychoeducational Appraisal in Teaching Young Children

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social–emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of the instructor.
S. Miezitis

1233 F,S,H Cognition and Instruction

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of con-

cern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
C. Bereiter

1234 F,S,H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D. R. Olson and E. C. Olsen

1237 F Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Remediation and instruction will be dealt with in relation to the processes of cognitive development.
M. Lewis

1238 F,S,H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H Language of the Arts in Therapy and Teaching

Thinking is basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. J. Biemiller

1242 F,S,H Developmental Patterns in Early Childhood and Elementary Years

This course will provide an introduction to child study and child development in the early childhood and elementary years. Topics will include: the evolution of the study of children; maturation and individual differences; cognitive development and readiness; emotional development and attachment; social skills and social behavior; and the implications of knowledge about development for fostering thriving children.
A. J. Biemiller and O. Weininger

1243 F Seminar in Community Psychology and Community Development: Part I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The

course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter

1244 S Seminar in Community Psychology and Community Development: Part II

A development of the topics in 1243F. Prerequisite: 1243F.
M. S. Schneider

1245 F Research in Community Psychology: Part I

This course prepares students in Community Psychology for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and M. S. Schneider

1246 S Research in Community Psychology: Part II

A development of the topics in 1245F. Prerequisite: 1245F.
J. Quarter and M. S. Schneider

1247 S Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
Staff

1248 F,S,H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
Staff

1249 F Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis

1250 F,S,H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course will feature experiential as well as didactic techniques.
Staff

1251 F,S,H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250F,S,H.
Staff

1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H Feminist Issues in Counselling Psychology and Psychotherapy

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The latter half of the course explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
J. D. Wine

1254 F The Social Construction of Human Sexuality As It Relates to Sex Education

The attitudes and beliefs that form the foundation of our experience of sexuality will be examined in this course, with particular attention to power relationships that are played out in gender issues. The ways in which the sexual information needs of people of all ages can be addressed through both formal and informal education will be discussed.
M. S. Schneider

1257 F,S,H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females will be critically examined. Special emphasis will be placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

1258 F,S,H The Psychology of Motherhood and Its Relatedness to Education

Mothers play a major role as educators and guides of their children's development as well as providing essential support to the formal school system. The psychology of being and of having a mother is examined, with special emphasis on recent feminist analyses of the mother's role. Topics to be covered depend partly on the interests of the students who enrol but will include single mothers, mothers of color and immigrant mothers, lesbian mothers, stepmothers, aging mothers, mother–daughter and mother–son relationships, and the nature of psychological barriers between mothers and both their young and their adult offspring.
Staff

1259 F,S,H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
E. M. Regan

1261 F,S,H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
A. Wolfgang and staff

1266 F,S,H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y Advanced Practicum in Counselling

A continuation of 1203Y, designed primarily for M.Ed. students.
Prerequisite: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

1268 F,S,H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216Y, 1220Y, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.
Prerequisites: 1216Y, 1220Y, and 1221F,S,H.
S. Miezitis and O. Weininger

3203 F,S,H Children's Theory of Mind

Children's theory of mind underlies their ability to explain and predict human behavior, by attributing mental states, such as beliefs, desires, intentions, and emotions, to themselves and to other people. The course examines recent research in this new field, which unites cognitive, linguistic, and social development. The age range considered is infancy to early adolescence, with an emphasis on the preschool period.
J. W. Astington

3205 F,S,H Research Methods in Applied Psychology

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and applied problems in applied psychology. The course is designed to lead to

the development and refinement of a dissertation proposal.
Staff

3206 F,S,H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

3207 F,S,H Research Seminar in Child Development

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research that introduce strategies for evaluating change. The logic of single-subject and small-group research designs is considered as well as analyses used in large-group research. Statistical concepts and tests are introduced through examples and step-by-step computational procedures to help students understand how to apply statistical tests to experimental findings. Methodological issues in testing and assessment across cultures are examined in relation to developmental changes in behavior.
Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H Research Seminar in Adolescent Development

This seminar will be presented from a psychoanalytic point of view and will cover the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
O. Weininger

3209 F,S,H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.
Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only. Required for doctoral students in the Focus on Teaching program.
D. Hunt

3212 F,S,H Motivational Contexts and Learning

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the anal-

ysis of models of education contexts, assumptions, and goals.
K. Henderson

3213 F,S,H Feminist Organizing, Community Psychology, and Education

This course is an attempt to bridge the gap that frequently appears between theory and practice, a gap that is often concretely manifested among feminists as a division between academic and activist women. The literature reviewed in the course includes work focused on activism and work that integrates theory and practice, as well as some central theoretical readings. Students are required to form small collectives and carry out feminist organizing projects in community psychology and education. In the context of these projects students are required to give evidence of familiarity with activism in the area of their projects both through reading and contact with feminist activists, as well as to provide ongoing analysis of the theoretical grounding for their work.
Prerequisite: Permission of the instructor.
J. D. Wine

3214 F,S,H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated. Also studied are organizational dysfunctions and subsequent psychological impairment of learning processes.
Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
M. N. Eagle

3216 F,S,H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of the instructor is required of all students other than those in Counselling Psychology.
N. Piran and staff

3218 F,S,H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: 3216F,S,H, and completion of a preliminary review of the literature of an identifiable topic of interest that would be part of the doctoral thesis proposal.
A. Wolfgang

3220 F,S,H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-

structural) approaches to task analysis. Each time the course is offered it focuses on a different instructional problem.
C. Bereiter

3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course will familiarize students with the theoretical framework of L. S. Vygotsky, focused on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of the more traditional norm-referenced model, considering the needs of ethnically diverse populations.
Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.
Prerequisite: Permission of the instructor.
Staff

3223 F,S,H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships. Preventive models of service delivery based on collaborative problem-solving approaches. Analysis of practicum experiences in school or other settings of students' choice.
Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H Individual Personality and Educational Assessment: Part I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3227 F,S,H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psycho-

logical, social, cognitive, emotional, and physical development.
O. Weininger

3228 F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

This course will focus on television and newspapers in order to attempt to examine the effects on culture and schooling. A critical theoretical perspective will endeavor to link media and their effect on social power within a cultural context.
E. V. Sullivan

3231 F,S,H Object Relations Theory

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and M. A. Guttman

3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that the review and research design will lead to the development of thesis proposals for many students.
P. Gamlin

3235 F,S,H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
S. R. Palef

3236 F,S,H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential. Prerequisite: 1250F,S,H, or permission of the instructor.
Staff

3237 F Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviors will be related to underlying

changes in information processing and cognitive structure.
Prerequisite: 1237F or its equivalent, or permission of the instructor.
M. Lewis

3238 F,S,H Special Topics in Applied Psychology

Description as for 1238F,S,H.

3240 F,S,H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.
Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S Interpretive Analysis of Biographies: Implications for Education

Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized and demonstrated.
V. Darroch-Lozowski

3243 F,S,H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
M. N. Eagle

3244 F,S,H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
M. N. Eagle

3245 F Advanced Research Practicum in Community Psychology: Part I

This research practicum in Community Psychology prepares students for policy research within a community group or organization. Advocacy research, program development, and critical analysis of existing programs are among the skills to be developed.
J. Quarter and M. S. Schneider

3246 S Advanced Research Practicum in Community Psychology: Part II

A development of the topics in 3245F.
Prerequisite: 3245F.
J. Quarter and M. S. Schneider

3247 F,S Cooperative and Community Development: Social, Psychological, and Educational Perspectives

This seminar analyses cooperative forms of social organization in the workplace, housing, community, and education. Both the practical organization of cooperatives and relevant theoretical issues are discussed.
J. Quarter

3248 F,S Workplace and Organizational Democracy: Social, Psychological, and Educational Perspectives

This course analyses experiments in the reconstruction of work, including worker cooperatives and community economic development. Both practical case studies and theory are discussed.
J. Quarter

3249 F,S Methods in Critical Social Analysis in Community Psychology

This course is an introductory seminar

in critical social analysis, which is designed to introduce students to tools and methods that facilitate the development of social analysis. The methods and tools are designed to develop a critical consciousness toward social structures of power that are embedded in institutions of power along class, gender, and racial lines. A background in "critical social theory" is helpful but not required.
E. V. Sullivan

3252 F,S,H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252F,S,H.

3266 F,S,H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required for doctoral students in the Focus on Teaching program; permission of instructor required for other doctoral students.
Staff

3268 F,S,H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

3269 Y Perspectives in Qualitative Research: An Overview of Methods and Issues

Students in this course will have an opportunity to explore a variety of "alternative" research approaches, and to consider theoretical assumptions and procedural, technical, and ethical issues associated with each. Among the perspectives to be studied in the first half are phenomenology, symbolic interactionism, hermeneutics, participatory research, and ethnomethodology. In the second term, we will sharpen our focus to study the methods of life history, narrative, biography, collaborative action research, and ethnography. Although the focus will be on inquiry into teaching and classroom life, it is intended that the course will also be of relevance to those in other fields of inquiry.
The course is required for doctoral students in the Focus on Teaching program. Permission of the instructor is required for students from other programs.
A. Cole

The following course may be taken for credit in the Department of Applied Psychology:

Adult Education
3134 H Global Ecological Issues from a Community Educational Perspective

CURRICULUM

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

Admission inquiries should be directed to:
Normand J. Frenette, Ph.D. (Montréal), Graduate Studies Secretary

Johan L. Aitken, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(children's literature; reading; literary theory)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Deanne Bogdan, Ph.D. (Toronto)
Associate Professor, cross-appointed from History and Philosophy of Education

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(analysis and development of educational policies and programs; minority education; Franco-Ontarian studies; international, multicultural, and human rights education)

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Richard Courtney, B.A. (Leeds), F.R.S.A.
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor, and Head, Modern Language Centre
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the

Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed from History and Philosophy of Education

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Joint Centre for Teacher Development
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes toward heritage language learning; cultural and linguistic diversity in the classroom)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor, and Associate Head, CREFO/CFOS
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Instruction and Special Education

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

Birgit Harley, Ph.D. (Toronto)
Associate Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Joint Centre for Teacher Development
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Normand Labrie, Ph.D. (Laval)
Assistant Professor, and Associate Head, CREFO/CFOS
(sociolinguistics; language planning; minority-language issues; bilingualism)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor
(French as a second language research; bilingual education; second-language writing; language assessment)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre, cross-appointed from the Office of Field Services and Research
(holistic education; curriculum orientations; values education; global education)

Robert J. Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation and curriculum; classroom studies)

David Selby, Ph.D. (Birmingham)
Professor, cross-appointed from the Faculty of Education, University of Toronto (Director, International Institute for Global Education)
(global education; human rights education; humane education; environmental education)

Roger I. Simon, Ph.D. (Yale)
Associate Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed from Instruction and Special Education

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(global ecological education; critical pedagogy; holistic education; community development)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(curriculum studies; program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; sociocultural theory; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, holistic arts therapies, and arts teacher education, specifically in elementary/early childhood; multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed from Instruction and Special Education

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director and Head, OISE

Northwestern Centre, and Field Centre Division Head
(curriculum implementation and evaluation; coaching as an implementation strategy)

Elizabeth M. Smyth, Ed.D. (Toronto)
Project Director, OISE Northwestern Centre
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues; development and delivery of curriculum at the secondary school level)

ASSOCIATED INSTRUCTORS:

Steve Anderson, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Elizabeth Bernhardt, Ph.D. (Minnesota)
Associate Professor, Ohio State University

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean, Faculty of Education, University of Toronto; see faculty listing in Sociology in Education

Priscilla Galloway, Ph.D. (Toronto)
Program Leader, Board of Education, North York

Alex Norrie, Ed.D. (Toronto)
Coordinator of Mathematics, Peel Board of Education

Donald Rutledge, M.A., M.Ed. (Toronto)
Educational consultant

Sandra Shiner, Ph.D. (Toronto)
Counselling and curriculum specialist

Dennis Thiessen, Ph.D. (Syracuse)
Professor, and Associate Dean, Academic, Faculty of Education, University of Toronto

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, must be submitted by *January 15.*

Continuing students must submit pre-enrolment forms for course selection as soon as possible but certainly by *April 13.* While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in many courses well before this date.

PROGRAMS

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems. All of these perspectives will be viewed through each individual's personal experiences and orientations.

As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Appropriate research skills are developed through coursework within the department.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department.

Adaptive Instruction

For details and course descriptions, see the Adaptive Instruction section in the course listings of this department (page 141) or of the Department of Instruction and Special Education, as well as the overall description in the section "Interdepartmental Specializations."

Arts Education

This focus examines the arts in education both as a methodology of learning and as a subject discipline. As well, an integrated arts approach is a significant component of each course. (Booth, Courtney, Wilkinson)

Applied Cognitive Science

Registrants in Curriculum have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from the department are associated with this specialization. (Cumming, Stanovich)

Cultural Studies and Social Transformation

This area explores issues of social difference and power across a broad range of sociocultural practices. The emphasis is on both how such practices contribute to educational and social inequality and how they might be drawn upon as resources for social transformation. Included in the spectrum of interests are issues of race, class, gender, and ethnicity, global environmental concerns, First Nations education, the impact of new technologies, scientific practice and debates about representation, language history, art, and modern media. While these areas are studied in a cross-disciplinary fashion, at the same time an effort is made to reflect upon academic discourses as themselves sociocultural artifacts. (Cummins, Gérin-Lajoie, Morgan, Simon, Weiss)

Curriculum Studies

This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry. (Connelly, Frenette, Miller, Russell, Simon, Wahlstrom, Weiss)

Educational Practices

Concerned with methods for improving the school curriculum, including policy- and decision-making, design, implementation, evaluation, consultancy. (Churchill, Hannay, Miller, Ross, Russell, Smyth, Wahlstrom, Weiss)

Global Transformation

For description see page 56 in the "Interdepartmental Specializations" section of this Bulletin.

Holistic Education

This focus is based in holism, or the concept of an interconnected reality. Holistic education attempts to facilitate connectedness within the curriculum and within students. A particular emphasis within the program is the connection between one's inner life and the external world. Courses in this program focus on creativity, contemplation, imagery, the arts, values and worldviews, the role of science and technology, and experience-based approaches to language and learning. (Booth, Courtney, Hodson, Miller, Wells, Wilkinson—Curriculum; Hunt—Applied Psychology; Corson—Educational Administration; Beck and Eisenberg—History and Philosophy of Education)

Second-Language Education

This area can be further subdivided as follows: (a) the learning and teaching of a second or foreign language; (b) educational linguistics; (c) bilingual and multilingual issues. (Allen, Churchill, Cumming, Cummins, Harley, Lapkin, Swain, Wells)

Language, Literacy, and Literature across the Curriculum

This area, which is concerned with the role of language both as text and as process in relation to the curriculum as a whole, can be subdivided as follows: (a) language and learning; (b) reading, writing, and literature. (Aitken, Cumming, Cummins, Lapkin, Simon, Swain, Wells, Willows)

Learning in Non-School Environments

The focus is on learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Morgan, Simon, Weiss)

Science, Technology, and Mathematics Education

Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels. (Hanna, Hodson, Russell, Wahlstrom, Weiss)

Teacher Development

The Joint Centre for Teacher Development offers specializations in reflective practice and in improving practice, including an exploration of gender issues. A further description of this specialization, along with an expanded list of faculty, is to be found in the section "FEUT/OISE Joint Centre for Teacher Development" in this Bulletin. (Aitken, Connelly, Diamond, Feuerverger, Fullan, Hannay, Kilbourn, Miller, Wells)

For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant should discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee read this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:
(a) 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level);
(b) three other half-courses chosen within the Department of Curriculum;
(c) four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

Off-Campus Courses (M.Ed. students only)

The department offers some off-campus sections of curriculum courses. These include on-site courses in various locations (e.g., Kitchener, Guelph, Peterborough) as well as courses offered in the distance learning mode. (See page 14.)

MASTER OF ARTS

This program in the Department of Curriculum is currently under review. Please consult the department for further details.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Note that as of July 1, 1992, a year of full-time study is no longer required in the M.A. program in Curriculum. Ordinarily, a successful applicant will have at least two years of professional experience.

In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee read this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference:* where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.
3. *Course descriptions* of any graduate courses taken at a recognized university and relevant to a focus within the Department of Curriculum, which may be used to reduce the number of courses in the M.A. program.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both pre-service and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for the QRP*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(b) The applicant must submit a *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(c) Every applicant is required to submit *two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology.

The Department of Curriculum requires a minimum of two terms of full-time study in the Regular Session, normally taken consecutively (i.e., a fall term and the next spring term, or a spring term and the next fall term).

An Ed.D. comprehensive examination is required.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. In general, the Department of

Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the *OISE Guidelines for the QRP*..

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:
(a) A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.
(b) *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

In addition to the major thesis, a comprehensive examination, and other requirements as described in the "General Requirements" section, the normal pattern of study for this degree is as follows:
(a) a major in curriculum, consisting of four half-courses. It is highly recommended that the student take at least one course on research methodology;
(b) a minor in this or another department of OISE, consisting of two half-courses to be selected.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in first- and second-language education. Although many courses appropriate to such study are offered within the Department of Curriculum and other departments in OISE, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. An initial digit of 4 or 5 identifies courses in the Adaptive Instruction interdepartmental specialization.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

1300 F,S,H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b)

reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, and staff, Regular Session and Summer Session

1300 F,S,H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer, session d'été et session régulière

1301 F Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of the instructor following a personal interview.
J. A. Wilkinson, Regular Session

1303 F,S,H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck, Regular Session

1304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session and Summer Session

1305 F,S,H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn, Regular Session (after hours)

1306 F,S,H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross and staff, Regular Session and Summer Session

1307 F,S,H Writing in a Second Language

This course focuses on second-language

writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming and S. Lapkin, Regular Session (after hours)

1309 F,S,H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session (after hours)

1310 F,S,H Reading in the School Curriculum

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1313 F,S,H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy—its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells, Regular Session (after hours)

1315 F English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R. J. Morgan, Regular Session (after hours)

1316 F,S,H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels.
A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff, Regular Session

2316 F,S,H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff, Regular Session

1317 F,S,H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley, Regular Session

1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, and staff, Summer Session and Regular Session (after hours)

1319 F,S,H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
M. K. Swain, Regular Session

1320 F,S,H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff, Regular Session (after hours)

2320 F,S,H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff, Regular Session

1321 F,S,H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of the instructor, and either 1320F,S,H or 2320 F,S,H or equivalent.
Staff, Regular Session

1324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

1326 F,S,H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff, Regular Session

1327 F,S,H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop

and practical investigation of a classroom issue in literacy.
C. G. Wells, Regular Session (after hours)

2327 F,S,H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff, Regular Session (after hours)

1331 F,S,H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen, Regular Session

1332 F,S,H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen, Regular Session (after hours)

1333 F,S,H Introduction to Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1333 S Introduction au langage et à la communication

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français. Prérequis : très bonne connaissance du français.
Membre de la faculté à déterminer, session d'été

1334 F,S,H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research

and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins, Regular Session

1335 F,S,H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Le cours en français traite en priorité la politique et l'éducation en langue française destinée aux francophones, ainsi que la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux —fédéral, provincial, conseil scolaire— pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill, session régulière (soirée)

1335 F,S,H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill, Regular Session

1336 F,S,H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley, Regular Session (after hours)

1337 F,S,H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins, Regular Session

1337 F,S,H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer, session d'été

1338 F,S,H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie, Regular Session

1339 F,S,H Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming and S. Lapkin, Regular Session (after hours)

1340 F Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.

D. Gérin-Lajoie, session régulière (soirée)

1345 S Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.

Staff, Regular Session

1346 S Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

D. Booth, Regular Session (after hours)

1349 S,H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.

J. A. Wilkinson, Regular Session and/or Summer Session

1350 F,H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members. Prerequisite: Permission of the instructor.

J. A. Wilkinson, Summer Session and Regular Session (after hours)

1351 S Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects. Prerequisite: 1350F,H.

J. A. Wilkinson, Regular Session (after hours)

1352 F,S,H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1353 F Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson, Regular Session (after hours)

1354 F Teaching and Learning about Science: Issues and Strategies in STS Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral–ethical issues.
D. Hodson, Regular Session (after hours)

1360 F,S,H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross and H. H. Russell, Summer Session and Regular Session (after hours)

1361 F Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
C. T. P. Diamond, Regular Session (after hours)

1363 F,S,H Curriculum and Student Evaluation

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1364 S Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson, Regular Session (after hours)

1366 S The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and so-

cial change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller, Regular Session and Summer Session

1367 F,S,H Creative Arts Special Subject

This course examines the arts in education—drama, dance, music, visual art, and media—and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth, Regular Session (after hours)

1369 F Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling —in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R. J. Morgan, Regular Session (after hours)

1371 S Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the explicit and implicit meanings of texts, and how texts operate in school and society, with a view to the implications for teaching and learning.
J. Aitken, Regular Session (after hours)

1372 S Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to the construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.
G. Feuerverger, Regular Session (after hours)

1373 F,S,H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson, Regular Session

1374 F,S,H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson, Regular Session

1375 H Action Research in Science and Technology Education

This is an active research-based course

in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson, Regular Session (after hours)

1376 S Global Education: Theory and Practice

The course will consider definitions and schools of thought within global education and proximate fields (such as environmental and human rights education) and their implications for teaching and learning processes. The arguments of critics of global education will be reviewed, as will the assumptions underpinning schools of thought and practice within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored.
D. Selby, Regular Session (after hours)

1377 F Global Transformation Studies

This is the foundation course for the Global Transformation Studies focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E. V. Sullivan, Regular Session (after hours)

1379 F,S,H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
Prerequisite: Permission of the instructor.
B. S. Kilbourn, Regular Session

1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
Staff, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Stu-

dents will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

1383 F,S Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin, Regular Session (after hours)

1384 H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system. Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session (after hours)

1386 F,S,H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon, Regular Session

1388 S Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie, Regular Session (after hours)

1388 S Les méthodes de recherche en éducation : l'approche qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données : l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie, session regulière

1389 F,S,H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from

which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon, Regular Session

1393 F Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching–learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant–observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger, Regular Session (after hours)

1394 S Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R. J. Morgan, Regular Session (after hours)

1395 S Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R. J. Morgan, Regular Session (after hours)

1396 S Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie, session regulière (soirée)

1397 F Cooperative Learning Research and Practice

The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to

teachers who are or will be experimenting with new teaching methods.
J. A. Ross and C. T. P. Diamond, Regular Session (after hours)

1398 F,S,H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
J. A. Wilkinson, Regular Session and Summer Session

1399 F,S,H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of faculty advisor and practicum coordinator.
F. M. Connelly, Regular Session

3300 F,S,H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff, Regular Session

3301 F,S,H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff, Regular Session (daytime)

3302 F Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M. K. Swain, Regular Session

3303 F,S,H Personal Modes of Classroom Knowing: A Seminar on Teacher and Student Narrative Experience

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature on narrative and storied experience with an emphasis on ongoing research and a "practical" assignment define the course outline.
Prerequisite: Permission of the instructor.
F. M. Connelly, Regular Session

3304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3305 F,S,H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.

B. S. Kilbourn, Regular Session

3306 S Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

J. Weiss, Regular Session

3308 F,S,H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.

J. Weiss, Regular Session

3309 F,S,H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

F. M. Connelly and staff, Regular Session

3310 F,S,H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem relevant to reading theory.

K. E. Stanovich, Regular Session

3312 F The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.

Prerequisite: Permission of the instructor.

C. G. Wells, Regular Session

3313 F,S,H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships be-

tween theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of the instructor.
C. G. Wells, Regular Session

3314 F Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan, Regular Session (after hours)

3317 F Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna, Regular Session

3318 S Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins, Regular Session

3319 F,S,H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M. K. Swain, Regular Session

3320 F,S,H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson, Regular Session

3323 F Seminar on Sociocultural Theory and Its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural

theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
C. G. Wells, Regular Session

3324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff, Regular Session

3332 F,S,H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylisics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen, Regular Session

3336 F,S,H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of the instructor.
B. Harley, Regular Session

3341 S Education and Ecology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E. V. Sullivan, Regular Session

3346 F,S,H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime)

3347 F Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method. This course is offered alternately with 3348F.
R. Courtney, Regular Session

3348 F Arts Education: Drama and Ethnology

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific

reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material. This course is offered alternately with 3347F.
R. Courtney, Regular Session (not offered in 1993/94)

3352 F,S,H Individual Reading and Research in Curriculum

Description as for 1352F,S,H.

3368 F The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller, Regular Session

3387 S Research Seminar in Second-Language Literacy Education

A seminar to examine recent research on literacy education in second, foreign, or minority languages and for advanced students to conduct preliminary research or develop thesis proposals in this area. Topics include cognitive processes in reading and writing tasks across languages, social functions of biliteracy, case studies of literacy programs for minority populations, and evaluation research on second- and foreign-language literacy instruction.
A. Cumming, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310F,S,H, 1311 F,S,H, and 1381S in the Department of Curriculum are included in this specialization.

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.
D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Adaptive Instruction

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as

a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and H. Silverman, Regular Session and Summer Session

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, H. Silverman, and J. Wiener, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is

given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of the instructor.
D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.
L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction

An in-depth study of specific issues in adaptive instruction and special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.
H. Silverman, Regular Session

5298 F,S,H Special Topics in Adaptive Instruction: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications
1505 F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

The following courses might also be of special interest to students in Curriculum:

Applied Psychology

1211F,S,H Psychological Foundations of Early Education

3228F,S,H The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

The following courses may be taken for credit in the Department of Curriculum:

History and Philosophy of Education

1447F,S,H Technology in Education: Philosophical Issues

1459F,S,H Creativity and Education

EDUCATIONAL ADMINISTRATION

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor, and Chairperson of the Department
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
John E. Davis, Ph.D. (Toronto)
Professor
(program design, implementation, and evaluation; small schools issues; school board relationships; organizational culture)

Alan F. Brown, Ph.D. (Alberta)
Professor
(dynamics of organizational behavior; the cognitive, reflective, and interpersonal functions of administrators and their effects on other persons; teacher thinking; discovery of tacit determinants of staff action)

David J. Corson, Ph.D. (London)
Professor
(language policy and planning; minority schooling; school to work; ethics and educational administration; discourse and power; social research theory and methods)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Edward S. Hickcox, Ed.D. (Cornell)
Professor
(internal functions of school boards and school systems; trustee/administrator relationship; performance appraisal)

Mark Holmes, Ph.D. (Chicago)
Professor
(the development, ethics, and administration of educational policy; effects of differences among schools on the outcomes and improvement of schooling; administrative aspects of student evaluation)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to the Higher Education Group
(collective bargaining in the public sector)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(planned educational change; the administrator's role in school improvement; program and personnel evaluation)

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor
(leadership development for school and college administrators; organizational development and change)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Assistant Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; Native and minority education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; purpose, value, power, compliance, and public and private life; culture/gender issues; research methodologies and ethics; resource allocation)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed to the Higher Education Group
(legal context of education)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Paul T. Begley, Ed.D. (Toronto)
Associate Professor, OISE Midwestern Centre
(administrative values; planned educational change; school improvement processes; leadership development)

J. Bradley Cousins, Ph.D. (Toronto)
Assistant Professor, OISE Trent Valley Centre
(knowledge utilization; program and personnel evaluation; principal's role in planned school change)

PROFESSORS EMERITI:

Thomas B. Greenfield, Ph.D. (Alberta)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
E. Brock Rideout, M.Ed. (Toronto)

PROGRAMS

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for careers in administration at various levels. Most graduates will return to administrative positions at the school, board, college, university, or provincial level. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program and the Supervisory Officer's Qualifications Program, offered through the Centre for Leadership Development. For these latter two programs, please contact Marie Maidman at the Centre for Leadership Development.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
(a) Seven years' experience as a school business official or in some other aspect of school administration;
(b) Two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) An educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1992/93, the full-time annual fee was $2376 and the half-course fee was $356.

Program of Study

The program of study consists of:
(a) 1040 and 1041, which are normally taken first;
(b) Two half-courses related to school board management, which normally include 1017;
(c) Two elective courses, normally in Educational Administration.
Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S. B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration, in the department.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

Departmental Requirements

In addition to the general requirements in the "General Requirements for Admission and Degrees" section of this Bulletin, desirable departmental criteria for admission to an M.Ed. degree program are as follows:
(a) A good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
(b) Successful experience in administrative tasks;
(c) An interest in the study and practice of administration;
(d) A professional commitment to education;
(e) Academic qualifications beyond the first degree;
(f) Two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration. Option II as described in the "General Requirements" section consists of eight half-courses and a master's research project (MRP), and Option III consists of six half-courses and a comprehensive thesis. Applicants to the latter program must have graduated with a four-year honors degree or the equivalent.

Option II comprises:
(a) 1040 Conceptual Bases for Understanding Education and Educational System Administration; 1041 Education, Educational Systems, and Society in an Administrative Context; 1003 Introduction to Research in Educational Administration, or equivalent;
(b) Five other courses, of which at least two must be in Educational Administration;
(c) A research project to be carried out under the guidance of a faculty member.

Option III comprises:
(a) 1040 Conceptual Bases for Understanding Education and Educational System Administration; 1041 Education, Educational Systems, and Society in an Administrative Context; 1003 Introduction to Research in Educational Administration, or equivalent;
(b) Three other courses, of which at least two must be in Educational Administration;
(c) A comprehensive thesis, to be developed under the guidance of a faculty member.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

After completing course requirements, M.Ed. students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students currently enrolled in Option I (Comprehensive Examination) who have not fulfilled examination requirements are encouraged to change to Option II or III; the comprehensive examination for those continuing in Option I will be given in May of each year.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's faculty advisor. Students may enrol, part-time or full-time, commencing in Summer Session or first or second term of the Regular Session.

OFF-CAMPUS COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1993 Summer Session and the 1993/94 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Departmental Requirements

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a suc-

cessful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's
—achievement in identifying and solving educational problems;
—ability to work with people;
—leadership style; and
—awareness of current social and educational issues.
(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

Program of Study

The Ed.D. program is organized into six complementary components:
(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.
(b) Two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent.)
(c) Two courses in one of three areas of concentration as follows:
—Area 1: Administrative Power and School Culture (3013, 3018, 3022, 3024, 3041, 3047)
—Area 2: Educational Policy, Development, and System Planning (3013, 3017, 3018, 3037)
—Area 3: Policy, the School, and Educational Change (3017, 3022, 3024, 3037, 3041, 3047)
(d) Elective courses. Two elective courses, which may be taken at the master's level, are required, although more may be taken. It is suggested that at least one elective be taken outside of the department.
(e) Ed.D. candidates are required to take a comprehensive examination during their program of study.
(f) A doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The administrator doctoral program is a new initiative in program delivery designed for full-time administrators in educational or public-sector organizations. The admission and program requirements will be identical to those of the present Ed.D. program in the department. They include the same number of required courses, the internship, the comprehensive examination, and the doctoral thesis.

Some characteristics will be unique to this program:
—Unlike that of the current Ed.D. program, the residence requirement will be satisfied by two four-month periods.
—To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
—The residence requirement will coincide with the scheduling of the required courses (i.e., May–August).
—Students will be in a cohort group for three of the four required courses: 3040 Administrative Theory and Educational Problems I; 3041 Administrative Theory and Educational Problems II; and 3042 Field Research in Educational Administration.
—Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
—Students will be required to participate in a supervised internship, 3044 Internship in Educational Administration. This internship will be a major part of the program and will be developed in consideration of the individual student's needs and experience and the appropriateness of the practicum setting for advancing the student's knowledge and skills.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

The program is offered in the following areas of concentration:
1. Administrative Power and School Culture: organization as invented and contested social reality; the responsibility and role of leaders and others in establishing and maintaining the culture of the school. (Study in this area is available at the advanced level through courses chosen from 3013, 3018, 3022, 3024, 3041, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
2. Educational Policy, Development, and System Planning: school systems in the context of political theory, planning, and finance; policies as instruments for achieving equity and effectiveness. (Study in this area is available at the advanced level through courses chosen from 3013, 3017, 3018, and 3037. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)
3. Policies for Educational Change in Schools: implementing change for increased effectiveness in schools; the leader as decision-maker and change agent. (Study in this area is available at the advanced level through courses chosen from 3017, 3022, 3024, 3037, and 3047. At earlier stages of study, the area is defined by the choice of other 1000- and 3000-level courses, when these are related to the area and approved by the advisor.)

Applicants to the program must include with their application a statement of their background and interests. The statement (a) should describe the applicant's past professional and educational experience; (b) should demonstrate how studies within the M.A.–Ph.D. program in Educational Administration would help in the attainment of future career goals; and (c) must indicate which of the three areas of concentration identified above the applicant wishes to pursue within the program.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator.

Departmental Requirements

Admission to the M.A. degree program normally requires an A– standing in the final year of the undergraduate degree (see the "General Requirements" section). The M.A. program consists of twelve half-courses and a thesis for students with a B.A. degree and no teacher education; or ten half-courses and a thesis for those with teacher education. Course equivalency is sometimes recognized for relevant graduate courses already taken, with the minimum program consisting of six half-courses. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The number of courses required for the Ph.D. program is currently under review. The minimum requirement, for those who have completed an M.A. program within the department, is six half-courses. Students with some background in educational administration at the graduate level are currently usually required to take either eight or ten half-courses.

The general admission requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section of this Bulletin.

Program of Study

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. These courses should reflect study within one of the areas of concentration defined above for the M.A.–Ph.D. program as a whole. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, three of which must be advanced-level (3000) courses. The six courses must include:

(a) At least four half-courses defining a major in educational administration. The major will include 3040 and a minimum of two advanced courses chosen from one of the areas of concentration defined above.

(b) One minor of at least two half-courses. Normally the minor will include 3042 and 3043. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a minor in a different area of specialization. On the recommendation of the faculty advisor, the student may take the minor outside the department.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination during their program of study. A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H The School as a Social Invention

A look at alternatives to traditional organization theory. Students will explore various interpretive, critical, and post-modern theories to assist them in understanding the social realities of school and administration. Topics may include conflict, deviance, inequality, administrative morality, and responsibility, among many others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.

J. J. Ryan

1003 F,S,H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.

D. J. Corson, S. B. Lawton, and S. Padro

1004 F,S,H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.

J. B. Cousins, S. Padro, and staff

1009 F,S,H Administrator–School Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data,

which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y Research Seminar in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. Padro and staff

1012 F,S,H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
J. E. Davis

1013 F,S,H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
A. F. Brown

1016 F,S,H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis and K. A. Leithwood

1017 F,S,H Educational Finance

Public education is an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff

1018 F,S,H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, mesopolitics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
R. G. Townsend

1019 F,S,H Ethics and Educational Administration

Justice is the first virtue of social institutions, including and especially schools, colleges, and universities. Administrators in education are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful.

This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D. J. Corson

1020 F,S,H Teachers and the Administrative Process

This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
Staff

1023 F,S,H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
A. F. Brown

1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to expanding the learner's experience rather than organizing it.
A. F. Brown and D. F. Musella

1025 F,S,H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for

school improvement in the context of a pluralist democracy.
Staff

1026 F,S,H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
J. B. Cousins and E. S. Hickcox

1027 F,S,H The Economic Context of Educational Administration

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
S. B. Lawton

1028 F,S,H Policy Delivery and Schools

How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration.
R. G. Townsend

1029 F,S,H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
M. A. Zuker

1033 F,S,H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation govern-

ing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had *no* previous courses in this area and *no* extensive experience in union/management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in 1034 or 1035.
A. M. Kruger

1034 F,S,H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

1035 F,S,H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

1036 F,S,H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
Staff

1037 F,S,H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

1038 F,S,H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: ap-

proaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

1039 F,S,H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

1040 F,S,H Conceptual Bases for Understanding Education and Educational System Administration

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice.
A. F. Brown, J. E. Davis, E. S. Hickcox, J. J. Ryan, and staff

1041 F,S,H Education, the Educational System, and Society in an Administrative Context

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration.
A. Hargreaves, D. F. Musella, S. Padro, J. J. Ryan, and staff

1045 F,S,H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is the production of that working policy document (or strategic plan) that should have a reasonable chance of being used in a formal way within the student's present or future institution. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; lan-

guage maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's lectures is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
D. J. Corson

1047 F,S,H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as respond meaningfully to out-of-school pressures for change.
K. A. Leithwood

1048 F,S,H The Administrators' Role in School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feeling, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
K. A. Leithwood

1052 F,S,H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H Dynamics of Organizational Effectiveness

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
A. F. Brown

3017 F,S,H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education. Prerequisite: 1017F,S,H or 1027 F,S,H or permission of the instructor.
S. B. Lawton

3018 F,S,H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

3022 F,S,H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or

inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
Staff

3024 F,S,H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises (such as peer-coaching training), through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

3037 F,S,H Planning the Management of Educational Organizations

This seminar deals with alternative managerial approaches to system-wide planning in educational organizations at the primary, secondary, and tertiary levels of education. The role of advisory/buffer/intermediary bodies, subsidiary units, faculty associations/ federations, and student and parent associations is examined in the context of information flows and analysis, normative, strategic, tactical, and operational planning of the system, and the interface of the system with government.
Prerequisite: 1036F,S,H or 1037 F,S,H or 1039F,S,H or permission of the instructor.
Staff

3040 F,S Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J. E. Davis

3041 F,S Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy development. Various faculty in the Department of Educational Administration will be responsible for particular sessions. Required for Ed.D. students. An elective for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
E. S. Hickcox and staff

3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The re-

searcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truthmaking. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
D. J. Corson, A. Hargreaves, and J. J. Ryan

3043 F,S,H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003F,S,H or 1666 F,S,H or 1960F,S,H or permission of the instructor.
S. B. Lawton and S. Padro

3044 S Internship in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
E. S. Hickcox

3047 F,S,H Research Seminar on the Management of Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K. A. Leithwood

3052 F,S,H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052F,S,H.

HIGHER EDUCATION GROUP

Ian Winchester, D.Phil. (Oxford)
Professor, and Chairperson of the Department, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

Graduate Studies Academic Secretary:
Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

George L. Geis, Ph.D. (Columbia)
Professor
(design of instructional systems; the professoriat; faculty development)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; Chinese higher education)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

John W. Holland, Ph.D. (Syracuse)
Associate Professor
(public finance and educational policy; comparative education)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to Educational Administration
(collective bargaining in the public sector)

Alison Prentice, Ph.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration

Cicely Watson, Ph.D. (Harvard)
Professor
(professional education and manpower forecasting; planning, forecasting, and policy studies for systems of higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed from Educational Administration

ASSOCIATED INSTRUCTORS:

Niall P. Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Doreen Cleave-Hogg, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(staff and instructional development in medical education)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto

(evaluation of health professional education)

Glen Jones, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, Brock Universitiy
(systems and politics of higher education in Canada)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto
(administration and management of universities; planning in higher education)

Charles E. Pascal, Ph.D. (Michigan)
Deputy Minister of Community and Social Services, Province of Ontario
(administration of community colleges; organizational and professional development in postsecondary institutions)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education
(institutional and systems planning; forecasting techniques; manpower planning)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Bernard J. Shapiro, Ed.D. (Harvard)
Deputy Minister of Colleges and Universities, Province of Ontario
(policy studies in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

PROGRAMS

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada. It may include analysis from the vantage point of a discipline (history, philosophy, politics, economics, sociology) or related to function (e.g., governance, management, planning, finance, staff development).

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

MASTER OF EDUCATION

Students will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education program are required to register in the M.Ed. Option II program, and all those commencing their program after April 1, 1991, must take the comprehensive examination. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an M.A. program requiring ten half-courses (usually because of two half-course advanced standing granted for teacher training and certification) will also be required to take 1803Y. In individual cases, students with highly relevant four-year undergraduate degrees may be granted some reduction in the program requirements.

The M.A. in Higher Education requires one year of full-time residence plus a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION

In addition to the general requirements for Ed.D. admission as outlined in the "General Requirements" section of this Bulletin, the Higher Education Group specifies the following:
(a) A University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;
(b) At least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;
(c) A personal interview with the candidate to be arranged when possible;
(d) An acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

Program and Pattern of Study

(a) A minimum of eight half-courses, or the equivalent, are required beyond a relevant and acceptable M.Ed. or M.A. degree and may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;
(b) A written comprehensive examination;
(c) A thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;
(d) A minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY

Ordinarily the Ph.D. program consists of:
(a) Six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education (the candidate's major subject) and two in the minor field. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;
(b) A written comprehensive examination, usually taken in the second term of the second residence year;
(c) A thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F The History of Higher Education in Canada: An Overview

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut and staff

1802 S Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or

period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1801F may be waived.
Staff

1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H The Community College

An examination of the development of non-degree-granting institutions and an analysis of the problems that face such institutions.
Staff

1806 F Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

1807 F,S,H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D. W. Lang

1808F Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
N. P. Byrne

1809 F Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
S. Quazi and I. Winchester

1811 F,S,H Institutional Research and Planning

A study of the practice of institutional research and planning in colleges and universities. This course is designed as an introduction to the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus is parallel to 1807F,S,H, which has a systems focus.
S. Quazi and D. W. Lang

1812 F,S,H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs. This seminar is taken as an optional course by students in a number of graduate professional programs (education, social work, library science, engineering, business, nursing). Students prepare research papers related to their own professions.
Staff

1813 F,S,H Research in the University

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.

I. Winchester

1814 F,S,H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.

A. I. Rothman

1815 F,S,H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

A. I. Rothman

1816 F,S,H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.

A. Hildyard

1818 F,S,H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

R. G. Tiberius

1820 F,S,H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.

Staff

1821 S Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education, including university, college, and nonformal sectors, and identify factors that contribute to differentiation within and between sectors. It will consider diversity and differentiation from the perspective of institutional status, educational philosophy and objectives, delivery mechanisms, program inputs and requirements, and clientele served. Particular attention will be given to the questions of why certain areas of study and types of learning experiences are provided by particular postsecondary institutions, and how program-mix changes over time. The course will use both survey and case-study methodologies.

M. L. Skolnik

1822 F The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

I. Winchester

1823 S Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar.

By permission of the instructor the prerequisite of 1822F may be waived.

I. Winchester

1824 F,S,H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D. N. Wilson and S. Quazi

1825 F Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are purpose and method in comparative education, views of social change, and the application of scientific method to comparative analysis. The course draws on selections of the literature produced by university scholars and by such international organizations as UNESCO, the World Bank, and the International Bureau of Education.

R. E. S. Hayhoe

1826 S Comparative Higher Education: Part II

This course applies comparative education theory to a consideration of the roles of universities and other higher institutions in various societies, starting with Eastern and Western traditions in higher education and continuing through the transition to modern forms in different countries. Exemplars of this transition under capitalism, under communism, and in the Third World are discussed. Also students are encouraged to develop a critical approach to some of the classic studies produced in the field of comparative higher education.

Either 1825F or another course in comparative education is prerequisite for this course.

R. E. S. Hayhoe

1827 F,H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

R. G. Townsend

1828 F,S,H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

G. L. Geis

1840 F,H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the manpower aspects of planning in higher education. Topics covered include the supply of and demand for educated manpower; employment experience of graduates; the utilization of educated manpower by industry; the use of manpower projections in institutional and system planning; and the development of manpower policy in Canada and Ontario.
M. L. Skolnik

1843 S,H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

1852 F,S,H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
G. L. Geis and A. Hildyard

3806 S Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S,H The University under Communism

This course explores facets of the role of the university within communist society. It begins with a focus on the central contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system. The following broad topics are covered: (1) the university in the transition to communism and the making of a proletarian intelligentsia; (2) higher education and the socialist economy; (3) the diversification of higher education under communism; and (4) the communist university within the international academic community.
Staff

3810 F,S,H International Academic Relations

This course will take the literature of international relations as its base, then look at issues of culture and knowledge in the international context. Practical topics for exploration include the role of universities in international development activity, relations between universities and such international agencies as UNESCO and the World Bank, international student/scholar exchanges, and the university's responsibility on issues of peace and human rights.
Staff

3820 F,S,H Special Topics in Higher Education: Doctoral Level

Description as for 1820F,S,H.
Staff

3852 F,S,H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852F,S,H.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education. For information, consult the staff of the Higher Education Group.

HISTORY AND PHILOSOPHY OF EDUCATION

Dwight R. Boyd, Ed.D. (Harvard)
Associate Professor, and Chairperson of the Department
(moral education; ethical issues in education; philosophical issues related to gender in education; feminist philosophy)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Deanne Bogdan, Ph.D. (Toronto)
Associate Professor
(philosophy of literature and literature education; literary theory; aesthetics and education; poetic apologetics; censorship; epistemology of literary response; feminist criticism, aesthetics and pedagogy)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; social and political education; theory and practice of schooling)

Willard Brehaut, Ed.D. (Toronto)
Professor, cross-appointed to the Higher Education Group
(history of Canadian education; teacher education; development of educational research)

John A. Eisenberg, A.M. (Pennsylvania)
Associate Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

David Levine, Ph.D. (Cambridge)
Professor
(social modernization and economic change; historical demographic and social structural analysis)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
("Continental European" philosophy and education; democracy and education; human rights and education; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology; philosophical foundations of cognitive science)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; European intellectual history; twentieth-century German history)

Alison Prentice, Ph.D. (Toronto)
Professor
(history of Canadian education; nineteenth-century educational history;

women's history and education; history of American education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; subsidiary interest in American history)

Ian Winchester, D.Phil. (Oxford)
Professor, cross-appointed from the Higher Education Group

PROGRAMS

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

In this department students' programs are individualized, and it is the responsibility of each student to select courses appropriate to his/her interests in consultation with the faculty advisor. Basic requirements for each degree program are outlined below.

MASTER OF EDUCATION

The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The distinguishing feature of the Ed.D. program consists of two Ed.D. seminars (3490 and 3491). Designed to facilitate thesis research and writing, these two seminars are normally taken in two consecutive terms and preferably not before the student's thesis project is well defined. Attention is also drawn to the two doctoral practica (3494 and 3495) for those students with a practical or applied dimension to their thesis project.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

All Ed.D. students commencing their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a (full-time or part-time) program consisting of six half-courses and a thesis. Four of the six half-courses should be taken in the area of specialization in this department; for history students one of these must be 1419. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses within this department. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History and/or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but with no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have graduate courses

with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. The Ph.D. program is highly individualized. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section. Ph.D. students specializing in History of Education are required to take course 1419.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education

(D. Levine, R. R. Pierson, A. Prentice)
Courses—1418, 1421, 1422, 1426, 3414, 3418, 3421, 3423. (See also Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section for further information.)

History of Schooling in Canada

(W. Brehaut, A. Prentice)
Courses—1403, 1404, 1414, 1416, 1417, 1425.

Philosophy of Literature in Education

(C. M. Beck, D. Bogdan, D. Misgeld, I. Winchester)
Courses—1459, 1462, 1484, 1485, 3436.

Moral/Values Education

(C. M. Beck, D. Bogdan, D. R. Boyd, J. A. Eisenberg)
Courses—1116, 1303, 1441, 1485, 3441, 3443.
Faculty in other departments who deal with issues in moral/values education include: Jack Quarter and Edmund Sullivan (Applied Psychology); Johan Aitken (Curriculum/FEUT); and John Davis and Mark Holmes (Educational Administration). In addition, members of the OISE Field Services staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum experience. These include Peter Evans (Ottawa); Jack Miller (St. Catharines); and John Ross (Peterborough). Several members of FEUT are also active in the area of moral/values education. Relevant courses in other departments of OISE that may be of interest include: 1209, 3247, and 3248.

Philosophical Issues in Cognitive Science and Technology

(J. A. Eisenberg, E. C. Olsen, I. Winchester)
Courses—1234, 1431, 1437, 1447, 1450, 1459, 3446, 3820.

Religious Education

(C. M. Beck, E. C. Olsen, H. Troper)
Courses—1424, 1480, 1481, 1482, 1486, 3437.
Note: M.R.E. students seeking full transfer of credits (four) to the M.Ed. in History and Philosophy must take either 1480 or 1486.

Other focuses include such areas as:
—immigration, ethnicity, and multiculturalism in education
—law and social issues in education
—critical social theory and critical pedagogy
—creativity and aesthetics
—working-class education
—developmental epistemology and theories of knowledge
—alternative/cooperative schooling.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

1402 F,S,H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

1403 F,S,H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective). (See also 1404F,S,H.)
W. Brehaut

1404 F,S,H History of Education in Canada: Selected Topics

A historical study of recurring issues in Canadian education. The choice of particular issues to be studied will depend largely on seminar members' special interests.
Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1407 F,S,H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite

having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

1414 F,S,H Origins of Modern Schooling: Problems in Nineteenth- and Twentieth-Century Educational History

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
A. Prentice

1416 F,S,H Ontario Education

A seminar focusing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.
Staff

1417 F,S,H Politics in the History of Canadian Education

This seminar will focus upon specific issues in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions at the federal, provincial, and local levels. Similarly, the political role of the church, teachers, parents, students, and other special interest groups will be examined in relation to the development of education in Canada.
W. Brehaut

1418 F,S,H The Role of Education in Theories of Women's Emancipation: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson

1419 F,S,H Research Seminar in the History of Education

Discussions of issues in historiography. Compulsory for M.A. and Ph.D. students in History of Education developing a thesis topic.
D. Levine

1420 F,S,H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
A. Prentice and R. R. Pierson

1422 F,S,H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1424 F,S,H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

1425 F,S,H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
A. Prentice and R. R. Pierson

1428 F,S,H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it af-

fects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H Political Thought, Human Rights, and Education

A general introduction to political and social thought by way of a discussion of human rights and human rights education in formal and informal education. The liberal, Marxist, and social democratic traditions may be considered in relation to this issue. There will be a focus on human rights discussions and questions of democratic development both in Canada and in a few selected "Third World" countries, especially within Latin America. No background in philosophy required.
D. Misgeld (not offered in 1993/94)

1435 F,S,H Democracy and Education

An interpretation of contemporary political thought on the background of American pragmatism and its transformation in contemporary philosophy and social theory. The relevance of educational theory and of educational reform for the development of democracy.
D. Misgeld

1436 F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness

A discussion of liberalism and the Enlightenment, as well as of socialism and Marxism, with reference to the debates about modernity and postmodernity. At issue is the question whether the historical project of modernity (of modern societies) and of the social and political transformations envisaged in it can be said to be coming to an end. The critical theory of society will be used as the central example for a theory of modernity.
D. Misgeld (not offered in 1993/94)

1437 F,S,H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1439 F,S,H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D. R. Boyd

1440 F,S,H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field

in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

1446 F,S,H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers—i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1448 F,S,H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

1449 F,S,H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal

education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H Philosophy of Science and Science Education
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H Theories of History and Social Inquiry in Education
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H Individual Reading and Research in the History of Education: Master's Level
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H Individual Reading and Research in the Philosophy of Education: Master's Level
Description as for 1452F,S,H.

1454 S History of Educational Research in Canada
A seminar course on historical trends in the nature, conduct, and reporting of research in education in Canada and in those countries that have had an impact on the study of education in this country. Research in a variety of specific educational areas will be examined: e.g., psychology and measurement, administration and supervision, classroom management and methods, teacher education and the teaching profession, philosophy of education, history of education, and comparative education.
W. Brehaut

1456 F,S,H Alternative Schools
An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1459 F,S,H Creativity and Education
The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs

for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the feminist critique of the Romantic poetics will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the question of feminine aesthetic values and a feminist literary consciousness.
D. Bogdan

1480 F,S,H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1481 F,S,H Worldview Education: Religious and Non-religious Perspectives

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

1482 F,S,H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1484 F,S,H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

1485 F,S,H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination and its implications for the serious study of values.
D. Bogdan

1486 F,S,H Religious Education Within a Tradition

This course is offered within a framework of religious pluralism. However, it focuses on the theory and practice of educating and "nurturing" students within their *own* religious tradition. Authors studied will include Thomas Groome, Maria Harris, John Hull, and John Westerhoff.
C. M. Beck

1489 F,S,H Way of Life Education

This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C. M. Beck

1490 F,S,H Social and Political Education

This course is concerned with the role of education in improving social and political arrangements at communal, national, and global levels. Substantive social and political issues will be discussed, together with questions about curriculum development and educational methodology in various subject areas (e.g., social studies, language arts, history, literature).
C. M. Beck

3414 F,S,H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
A. Prentice

3417 F,S,H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Course content and evaluation will be divided between seminar readings and reports of student research. Students should have in mind a relevant topic when they register. Limited enrolment. Prerequisite: 1462F,S,H or permission of the instructor.
D. Bogdan

3418 F,S,H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

3421 F,S,H The History of Women and Higher Education

This course explores the growing his-

torical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

3423 F,S,H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: 1422F,S,H or permission of the instructor.
D. Levine

3428 F,S,H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428F,S,H, 1429F,S,H, or permission of the instructor.
H. M. Troper

3436 F,S,H Aesthetics and Education

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan and I. Winchester

3437 F,S,H Research Seminar in Religious Education

Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of the instructor.
C. M. Beck (not offered in 1993/94)

3441 F,H Research Seminar in Moral Education: Part I
3443 S,H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of the instructor.
D. R. Boyd

3446 F,S,H Metaphysics and Human Traditions in Education

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3447 F,S,H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436F,S,H or permission of the instructor.
D. Misgeld

3452 F,S,H Individual Reading and Research in the History of Education: Doctoral Level

Description as for 1452F,S,H.

3453 F,S,H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for 1453F,S,H.

3461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3480 F,S,H Religious Dimensions of Social Ethics

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3490 F Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490F.
Staff

3494 F,S,H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H Doctoral Practicum in the History and Philosophy of Education: II

See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Curriculum
1303F,S,H Values and Schooling (C. M. Beck)

Higher Education
1801F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970F Sociological Theory in Education (D. Misgeld)

INSTRUCTION AND SPECIAL EDUCATION

Anne Jordan, Ph.D. (Toronto)
Associate Professor, and Chairperson of the Department
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Graduate Studies Academic Secretary:
John R. Kershner, Ph.D. (Toronto)
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

Admission inquiries should be addressed to:
Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

Malcolm Garber, Ph.D. (Southern California)
Associate Professor
(development of intervention programs for culturally divergent and developmentally delayed children; paraprofessional outreach programs; relationship between nutrition and behavior disorders; Eastern holistic medicine)

Esther Geva, Ph.D. (Toronto)
Assistant Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; computer programming in diagnosis and remediation; research design and evaluation)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Carol R. Musselman, Ph.D. (Michigan)
Associate Professor
(education of children with communication disorders; linguistic and social development of hearing-impaired children; mother–child and teacher–child communicative interaction)

Uri Shafrir, Ph.D. (York)
Assistant Professor
(learning disabilities; computer-based assessment and programming for exceptional children)

Linda Siegel, Ph.D. (Yale)
Professor
(the study of cognitive processes in learning disabled children; the early detection of learning disabilities; issues in psychoeducational assessment)

Harry Silverman, Ph.D. (London)
Associate Professor
(principles of educational assessment; cognitive education and modifiability;

issues in special education; service and delivery models)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; the cognitive consequences of literacy; information processing models of reading; cognitive science; critical thinking)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social skill development in normally achieving and learning disabled children and adolescents; curriculum-based and dynamic assessment; learning disabled adults; the consulting process)

ASSOCIATED INSTRUCTORS:

Judith Friedland, Ph.D. (Toronto)
Assistant Professor and Psychosocial Coordinator, Department of Rehabilitation Medicine, Faculty of Medicine, University of Toronto

Thomas W. Humphries, Ph.D. (Northwestern)
Psychological Director, Learning Evaluation Unit, Child Development Clinic, Division of Neurology, Hospital for Sick Children, Toronto

Mary Konstantareas, Ph.D. (Toronto)
Professor of Psychology and Psychiatry, University of Toronto, and Head of Research, Child and Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Dona Matthews, Ph.D. (Toronto)
Social Sciences and Humanities Research Council of Canada Post-doctoral Fellow in the department

Denise Reid, Ph.D. (Toronto)
Assistant Professor and Neuroscience Coordinator, Department of Rehabilitation Medicine, Faculty of Medicine, University of Toronto

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute, Toronto

NOTE ON ADMISSIONS PROCEDURES

The department requires that applications for admission include a *detailed* statement from applicants regarding their background, career goals, and expectations from the program. Applicants to the doctoral programs are required to submit two professional and two academic letters of reference. Master's candidates are required to submit two letters only. An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

PROGRAMS

The Department of Instruction and Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis. Students planning to undertake a full-time M.Ed. degree program should note that the equivalent of at least one Regular Session and one Summer Session are required for completion.

Students who have an Ontario Teacher's Certificate will find that certain courses in the department have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and see the department's Student Handbook regarding which courses are accepted for these additional qualifications.

The department is offering four program specializations (listed below) by establishing groups of courses with a coherent theme. Although applicants must select a specialization, all courses are open to all students in the department, regardless of the specialization selected, provided prerequisites have been completed. When space is available, students from other departments are also welcome.

Students should consult the department's Student Handbook for details of requirements and programs.

Special Education

This specialization has the dual objective of broadening candidates' general background in special education and developing specialized knowledge in at least one area of concentrated study. It is also designed to serve candidates interested in severe learning difficulties such as multiple-handicapping conditions and sensory loss and in learning and emotional problems. However, courses listed under the Adaptive Instruction specialization are applicable to Special Education candidates and should be included in each student's program.

Adult Learning and Special Needs

This specialization is designed to meet the needs of candidates working with adults with special needs in a variety of settings including community colleges, universities, literacy programs, and community residential, work, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace. Internship experiences are also available. Specific courses associated with this specialization include 1273, 1281, 1282, 1284, 1285, 1286, 1290, 1298, 4274, 4275, 4280, 4283, 4287, 4288, 4292, 4293, 4299, 5280, 5286, 5292.

Adaptive Instruction

This program is an interdepartmental specialization between the Department of Instruction and Special Education and the Department of Curriculum. It has two focuses:

1. Individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom.

2. Reading and reading disability: classroom-based aspects of reading, reading disability, and research in the acquisition of normal and exceptional reading abilities.

Applied Cognitive Science

Registrants in the Department of Instruction and Special Education also have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department who are associated with the interdepartmental specialization in Applied Cognitive Science are: Esther Geva, Daniel Keating, Peter Lindsay, Linda Siegel, and Keith Stanovich.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge, expertise, and experience have been identified as fundamental for any student enrolled in the Department of Instruction and Special Education, regardless of the degree sought, the specialization selected, and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in two core areas:
(a) Current issues in adaptive instruction and special education,
(b) Interpretation of research in adaptive instruction and special education.

In practice, establishing this proficiency usually requires students to take 4280 Issues in Adaptive Instruction and 4293 Interpretation of Research in Adaptive Instruction as the *first* two courses in the department.

Students, in consultation with their faculty advisor, must include at least four half-courses in their program from the Department of Instruction and Special Education. The remaining courses may be chosen from within the department, from other departments of OISE, or from other graduate departments at the University of Toronto. Please note that courses in the Adaptive Instruction specialization count toward the four half-course requirement for students registered in either the Department of Instruction and Special Education or the Department of Curriculum.

Students are also encouraged to participate in colloquia and informal research meetings organized by the department. They are strongly encouraged to undertake a field experience component in their program, such as placements in schools, clinics, and agencies in which exceptional children are taught.

MASTER OF EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the education system. Under exceptional circumstances, however, students without a teaching background may also enrol in this program.

In the Department of Instruction and Special Education the M.Ed. degree is pursued under Option II, eight half-courses and a major research paper (MRP), for all students commencing their M.Ed. degree program after July 1, 1991. Two of the courses, 4280 and 4293, will be devoted to the core areas described previously. The following course is also strongly recommended: 4274 Research Planning in Adaptive Instruction. This course is designed to assist students in the preparation of the MRP.

The MRP will be directed by a faculty member selected by the student. Possible MRP formats include: extensive analytical reviews of significant literature, research proposals, pilot empirical studies, empirical studies, evaluation research, in-depth single-case or policy analyses, curriculum materials development, and professional development programs.

MASTER OF ARTS

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue a research career or clinical work in a wide variety of settings. The usual entrance requirement is a four-year B.A. degree in a relevant social or behavioral science or a helping profession such as speech pathology, social work, physiotherapy, nursing, occupational therapy. Those with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

The M.A. program consists of six half-courses and a thesis. The program must include four half-courses in the Department of Instruction and Special Education, two of which encompass the core areas described above. In addition students are recommended to take two courses, 4274 Research Planning in Adaptive Instruction and 4295 Individual Reading and Research in Adaptive Instruction: Master's Level, to assist in the preparation of a master's thesis.

The master's thesis will be directed by a committee of two faculty members. The master's thesis is a formal research project that differs from the major research paper (MRP) in scope, amount of time expected, and depth of analysis (theoretical or statistical). Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research.

DOCTOR OF EDUCATION

The Ed.D. program in Instruction and Special Education is intended primarily for educators who have demonstrated their practical capabilities in education, and who intend to continue their professional careers as field-oriented leaders. Students with the M.Ed. degree who wish to proceed to doctoral studies in Instruction and Special Education will ordinarily be considered for admission to the Ed.D. program. Students who wish to proceed to the Ph.D. degree should ordinarily have the M.A. degree. An A– average is ordinarily required for doctoral admission.

Students applying to the Ed.D. program are required to submit their master's thesis or to complete a Qualifying Research Paper (QRP) prior to registration in the program. Students who intend to apply for doctoral study and who have not fulfilled the QRP requirement should contact the Graduate Studies Academic Secretary in the department as soon as possible. The very latest this contact should be made is at the time of formal application for admission to the program. Applicants who do not have a background in elementary statistics or in research design may be required to demonstrate that they have developed skills in these areas by taking additional master's-level coursework prior to admission to the doctoral program.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. In addition, candidates will undertake short internships in three of the following areas: clinical work, administration, teacher education, research, and curriculum development. Exemptions in up to two of the three will be possible for exceptionally experienced candidates. Please see the department's Student Handbook for details of the internship requirements. Candidates are encouraged to take most of their courses on a part-time basis prior to their year of residence, since it is recommended that the year of residence be used primarily to commence the thesis.

As part of the program, students will be required to take at least four half-courses in the Department of Instruction and Special Education, including 5280 Research Seminar in Adaptive Instruction and one methods course related to their thesis, usually a course in intermediate statistics.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Education with specialization in Instruction and Special Education is designed for those who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. The program for such students emphasizes the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine courses from this department with courses in curriculum, psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program will usually have completed the M.A. program in Instruction and Special Education or its equivalent and have completed a thesis. An A– average is ordinarily required for doctoral admission. Students who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis. See the description of the QRP in the Doctor of Education section for more detail.

General requirements for the Ph.D. program and the doctoral thesis are described in the "General Requirements for Admission and Degrees" section of this Bulletin.

Students will be expected to take at least four half-courses in the Department of Instruction and Special Education or in the joint program in Adaptive Instruction, including 5280 Research Seminar in Adaptive Instruction. A comprehensive examination is required. For details consult the faculty advisor. Students who do not have sufficient background in statistics or research methodology will be required to take additional courses in the doctoral program.

Other coursework will be devised in consultation with a faculty advisor. Such a program will typically involve two or three half-courses in another department within OISE and may include one appropriate full course in another graduate department of the University of Toronto.

COURSES

A course is identified with this department when the first digits in the course number are 127, 128, or 129 (specialization in Special Education) or 42 or 52 (specialization in Adaptive Instruction). Most of the courses listed below will be offered in the evening from 5:30 to 8:30.

SPECIALIZATION IN SPECIAL EDUCATION

1273 S Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay, Regular Session

1281 F,S,H The Education of Developmentally Delayed People and Slow Learners

The identification and etiology of developmental delay and the intellectual/social development of developmentally

delayed people. Issues related to mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
M. Garber and staff, Regular Session and Summer Session (offered as required)

1282 F,S,H The Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman, Regular Session (offered as required)

1284 F,S,H Behavior Disorders in Relation to Education

Behavior disorders in children and young people; the diagnostic process; constitutional and social factors involved; current treatment procedures will be emphasized. Lectures, case presentations, demonstrations, and readings.
M. Garber and J. Wiener, Regular Session and Summer Session

1285 F,S,H Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries and L. Siegel, Regular Session and Summer Session

1286 F,S,H Approaches to the Teaching of Learning Disabled Adolescents and Adults

A critical evaluation of the approaches that are typically employed in the education of learning disabled adolescents and adults. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
J. Wiener, Regular Session

1290 F,S,H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
M. Konstantareas, Regular Session

1298 F,S,H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to classroom and resource teachers, consultants, and psychometrist/psychologists.
D. M. Willows, Regular Session (after hours)

4274 F,S,H Research Planning in Adaptive Instruction

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be empha-

sized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in special education.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4275 F,S Technology in Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or are considering the possibility of using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and H. Silverman, Regular Session and Summer Session

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

4287 F,S Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the

course schedules available in early March.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction
Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, H. Silverman, and J. Wiener, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Adaptive Instruction
Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Curriculum Adaptations and Instructional Strategies
Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Adaptive Instruction: Master's Level
Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties
The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

4299 F,S,H Facilitating the Acquisition of Language and Communication Skills in Educational Settings
The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

In addition to the courses listed above, the following three courses in the Department of Curriculum are also included in the Adaptive Instruction specialization:

1310 F,S,H Reading in the School Curriculum
A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the

content fields, methods and materials of instruction, testing growth in reading.
D. M. Willows, Regular Session (after hours)

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours)

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar in Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of the instructor.
J. R. Kershner, Regular Session

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of the instructor.
D. Keating, Regular Session

5286 F,S,H Developmental Neuropsychology and Learning Disabilities

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner, Regular Session

5287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in the departments of Instruction and Special Education, Curriculum, and MECA, as well as for students who are specializing in Applied Cognitive Science.
P. Lindsay, Regular Session

5292 F,S,H Assessment for Instruction: Advanced Level

This course caters to the individual needs of students who wish to develop further understanding of and/or particular expertise in educational assessment. Specific topics to be addressed will depend on the needs of the class and might include models of assessment, interdisciplinary approaches to assessment, assessment for specific populations, assessment of social skills, or communication aspects of assessment. The course includes a major practicum component.

L. Siegel and J. Wiener, Regular Session

5295 F,S,H Individual Reading and Research in Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff, Regular Session and Summer Session

5296 F Proseminar in Adaptive Instruction

An in-depth study of specific issues in adaptive instruction, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of the education of exceptional and at-risk children.

H. Silverman, Regular Session

5298 F,S,H Special Topics in Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.

Staff, Regular Session and Summer Session

The following courses might also be of interest to students in the Adaptive Instruction program:

Measurement, Evaluation, and Computer Applications

1505F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor, and Chairperson of the Department
(computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Professor
(interaction of human values and computer applications; needs analysis of potential computer applications; formative evaluation of courseware)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor, cross-appointed from Applied Psychology

Donald F. Burrill, Ph.D. (Cornell)
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry; visual display of data)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor, cross-appointed from Curriculum

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical microworlds and programming environments for children; design of intelligent coaching within microworlds; computer applications in mathematics education)

Gila Hanna, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(data analysis and statistics; mathematics education)

Sar B. Khan, Ph.D. (Florida State)
Associate Professor
(cognitive, affective, and career skills assessment)

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(data analysis; evaluation; assessment of achievement)

G. Philip Nagy, Ph.D. (Alberta)
Associate Professor
(measurement, evaluation, data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive multimedia; research in instructional and media design; expert systems)

Susan Padro, Ph.D. (Florida State)
Associate Professor, cross-appointed from Educational Administration

H. Howard Russell, Ed.D. (Toronto)
Professor, cross-appointed from Curriculum

Marlene Scardamalia, Ph.D. (Toronto)
Professor
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

George S. Tracz, Ph.D. (Toronto)
Associate Professor
(learning and decision-making in intelligent organizations; cognition and thinking in organizations; decision conferencing; computer-supported cooperative work)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, cross-appointed from Curriculum

Joel Weiss, Ph.D. (Chicago)
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

Harvey Goldstein, B.Sc. (Manchester)
Postgraduate Diploma in Statistics, F.R.S.S.
(theoretical and applied statistics in human sciences)

Graham F. Scott, B.A. (Toronto)
Project Director, MECA

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, MECA, and Supervisor of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Marielle G. Simon, Ph.D. (Toronto)
Assistant Professor, and Head, OISE Ottawa Valley Centre
(language, teaching resources, EFL, FSL, ESL; policy studies around delivery of language education)

Peter J. Evans, M.Ed. (Toronto)
Project Director, OISE Ottawa Valley Centre
(English evaluation: student and program; large-scale assessment of language and writing—elementary, secondary, and postsecondary)

PROGRAMS

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. In the MECA department students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper); see the M.Ed. program in the “General Requirements for Admission and Degrees” section of this Bulletin. See that section also for M.A., Ed.D., and Ph.D. requirements.

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program in the MECA department requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty: Measurement or Evaluation or Computer Applications. Each degree program is available in each of the specialties.

Students are expected to have an account on the OISE VAX computer and to learn to use e-mail, the PARTI conference system, and specialized software (e.g., statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the VAX (free software available).

Computer Applications

This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Specific areas of applications and methodology follow in other 1500-level courses. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1692 is strongly encouraged. In the doctoral program, the proseminar 3522 is required, normally as the first course, and at least four doctoral-level courses will ordinarily be required.

Measurement and Evaluation

This program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods.

For the doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses 1691, 1692, 1693, 1694, and 3666. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course 1666 must take 1666 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses 1691, 1692, 1693, 1694, and 3666 or their equivalents. Doctoral candidates lacking one or more of them are required to take them in addition to the regular doctoral program, which must include at least four 3600-level courses.

FOCUSES

Students in MECA may be interested in one of the following focuses.

Applied Cognitve Science

Registrants in Measurement, Evaluation, and Computer Applications have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department associated with this specialization are William Olivier and Marlene Scardamalia. Contact William Olivier for further information.

Instructional/Educational Technology

Students and faculty involved with this focus engage in the study and design of systematic instruction, utilizing as fully as desirable aids such as television and multimedia computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, taking account of what is known about human learning and development. Opportunities are available for practical experience, but students should not expect to become specialists in the technical aspects of media and computers. Relevant courses include 1518 as a foundation, and 1501, 1505, 1509, 3503. Interested students are urged to consult William Olivier.

OFF-CAMPUS COURSES IN MECA

From time to time the department offers some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

Information materials for courses to be offered in the 1993/94 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered.

DEPARTMENTAL ADMISSION REQUIREMENTS

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section.

(b) The usual admission requirement for the M.A. program is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. programs in this department contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for the QRP* and the admission requirements in the "General Requirements" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note item 2(f) in the "Application for Admission" section of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted at the time of application. The application will not be considered without it.

(e) Prospective Ed.D. candidates

should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. Nonetheless, doctoral students may receive credit for 1500- and 1600-level courses, and master's students may take 3500- and 3600-level courses.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35. Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36. Courses 1520, 1666, and 3666 are applicable to both specialties.

Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1503, 1505, 1509, 1515, 1517, 1601 (Non-Credit), 1611, 1666, 3666. Please consult the OISE Summer Session or Regular Session schedules for actual course offerings.

COMPUTER APPLICATIONS COURSES

1501 F,S Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
W. P. Olivier

1503 F,S,H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of concerns of other computer applications courses, may include: computers in the classroom, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis, administrative applications, communications technologies, Hypertext, Artificial Intelligence applications.
R. S. Cohen, R. K. Logan, G. S. Tracz, and staff

1505 F,S,H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Prerequisites: Proficiency in at least one programming language and 1518F.
W. P. Olivier

1509 S Instructional Technology: Video/Multimedia Design

A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
Prerequisites: 1505F,S,H and 1518F.
W. P. Olivier

1513 F Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability. Object-oriented concepts are emphasized.
Prerequisite: Experience in technical aspects of software development, or permission of the instructor.
R. S. McLean

1515 F,S,H Computers in the Curriculum

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.
Prerequisites: 1503F,S,H.
R. S. Cohen, R. S. McLean, and R. G. Ragsdale

1516 F,S,H Teaching and Learning Computer Programming

Topics include (a) use of programming environments in the elementary school; Logo and other microworlds for children; (b) secondary school programming applications in mathematics and computer science; (c) research on the cognitive prerequisites and effects of learning programming; (d) instructional systems for teaching programming.
Prerequisite: Programming experience or permission of the instructor.
R. S. Cohen

1517 F,S,H Microcomputers and Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

1518 F Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

1519 F Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
R. S. McLean

1520 H Processing Educational Research Data

Procedures for preparation and management of data obtained in educational research surveys and experiments. Use of computers for statistical data

201 MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

processing and analysis. Selected topics in quantitative research strategies, with emphasis on regression, tabulation, and analysis of variance.
Prerequisite: 1666F,S,H or permission of the instructor.
Staff

1521 S Computers in Mathematics Education: Secondary

A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

1525 S The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro and G. S. Tracz

1530 F,S,H Virtual Reality and Education

"Virtual reality" uses interactive computer technology to create vivid, immersive experiences that, although they are generated by the computer, are so involving that they seem "real." This course explores the definition of virtual reality, its history, component technologies and cultural influences, portrayal in the media, research opportunities, and implications for education as the currently expensive technology becomes affordable and widespread.
R. S. McLean

1531 S The Microcomputer Is the Medium and Education Is the Message

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways computers can be used in the classroom and other educational settings.
R. K. Logan

1532 F,S,H Introduction to Artificial Intelligence Applications in Education

The course provides a critical overview of various applications of artificial intelligence (AI) ideas and techniques in education. Topics include: an introduction to AI; models of knowledge representation; knowledge-based systems and their educational potential; intelligent interfaces and natural language processing; intelligent tutoring systems—modelling subject matter expertise, tutoring techniques, and computerized diagnosis; microworlds, interactive simulations, and computer coaches; computer tools for enhancing reflection, investigation, and problem-solving skills.
Prerequisites: 1503F,S,H and some experience in computer programming.
R. S. Cohen

1551 F,S,H Special Topics in Computer Applications: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H Individual Reading and Research in Computer Applications: Master's Level (Pass/ Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R. S. McLean

3501 F Decision Support Systems in Education

An examination of the application of computing/communications technologies that help educational decision-makers to solve ill-structured problems in various functional areas of their responsibilities. Emphasis will be given to decision support systems—a growing field very much interdisciplinary in nature, drawing upon developments in database management, language processing, operations research and modelling, artificial intelligence, and cognitive psychology.
Prerequisite: 1503F,S,H, 1525S, or permission of the instructor.
G. S. Tracz

3502 F Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Prerequisite: 1501F,S.
W. P. Olivier

3512 S Research Seminar in Artificial Intelligence Applications in Education

A research seminar dealing with the application of artificial intelligence ideas and techniques to the design of sophisticated computer-based instructional systems and learning environments.
R. S. Cohen

3517 S Evaluation and Microcomputer-Based Curriculum Materials

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.
R. G. Ragsdale

3519 S Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system (Participate).
Prerequisite: 1519F, or permission of the instructor.
R. S. McLean

3522 H Proseminar in Computer Applications in Education

This seminar offers a critical survey of

the major components of the field of computer applications in education, focusing on research strategies and findings. It provides preparation for doctoral study in this area, and is required of all doctoral students in Computer Applications, normally to be taken as their first course. It is offered jointly by Computer Applications faculty.
R. S. Cohen, R. S. McLean, W. P. Olivier, R. G. Ragsdale, and G. S. Tracz

3535 S Simulation Models of Cognition and Learning

Information-processing models in the fields of problem-solving and decision-making. Cognition as a biological phenomenon. Mental models and simulation techniques. Computers, meaning, speech acts, and tools for conversation. Computer-supported cooperative work for group collaboration and organizational learning.
G. S. Tracz

3538 F,S,H Simulation and Gaming for Educational Decision-Making

The course consists of the study of simulation models and their use in educational decision-making and policy analysis. It includes simulation model design, development, and evaluation, with applications to both large- and small-scale systems. The opportunity to explore a number of computer-based simulation models will be provided.
S. Padro

3551 F,S,H Special Topics in Computer Applications: Doctoral Level

Description as for 1551F,S,H. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/ Fail)

Description as for 1552F,S,H (Pass/Fail).

3556 F,S,H Research Seminar on Information Processing in Education (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

MEASUREMENT AND EVALUATION COURSES

1601 F,H Descriptive Statistics (Non-Credit)

Students enrolling in 1611F,S,H, or other similar courses, who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1611 F,S,H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in school, community college, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Prerequisite or corequisite: 1601F,H (Non-Credit) or equivalent.

S. A. Alvi and S. B. Khan

1613 F,S,H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.

R. E. Traub

1619 F Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.

J. Weiss

1651 F,S,H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652 F,S,H, which is normally conducted on a tutorial basis.)

Staff

1652 F,S,H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1666 F,S,H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package on the OISE VAX computer or microcomputer of their choice.

Prerequisite: Knowledge of elementary arithmetic and algebra.

D. F. Burrill, G. Hanna, S. B. Khan, L. D. McLean, S. Nishisato, R. E. Traub, and staff

1680 F Applied Scaling (Pass/Fail)

This course is designed for those who are interested in applying popular scaling techniques to data analysis. Each scaling method is presented with numerical examples and an appropriate computer program. Emphasis on dual scaling and Thurstonian scaling methods that are widely used in handling qualitative data.

S. Nishisato

1691 F,S Evaluation Models and Methods

This course has three foci: the evaluation of a wide range of *programs* in schools, social service agencies, and health services; the evaluation of *educational achievement* (performance testing, constructed-response tests, and short-answer/multiple-choice tests) within the context of language, maths,

science, social science, and arts education; and the evaluation of *products* such as computer software and learning kits. Students will be introduced to both quantitative and qualitative approaches to evaluation (models) as the evaluation process is analysed from preparation of the evaluation agreement to presentation of the final report.
L. D. McLean, G. P. Nagy, J. Weiss, and staff

1692 F,S Introduction to Research in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
D. F. Burrill, S. B. Khan, and staff

1693 S Data Analysis in Education

An overview of widely used methods of data analysis. The topics are graphical methods, basic exploratory analysis, factor analysis, structural equation modelling with latent variables, principal component analysis, Thurstonian scaling, dual scaling, multidimensional scaling, cluster analysis, analysis with association models, multiple discriminant analysis, and multiway data analysis.
D. F. Burrill, G. Hanna, S. B. Khan, G. P. Nagy, S. Nishisato, R. E. Traub, and staff

1694 S Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
S. B. Khan, G. P. Nagy, R. E. Traub, and staff

3602 F Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Prerequisite: Permission of instructor.
G. Hanna

3605 H Advanced Test Theory

Seminar on recent advances in test theory.
Desirable background: 3666F,S,H.
R. E. Traub

3610 F,S Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1691F,S and/or more specialized courses such as 1619F, 1124F,S, or 1133F,S. Courses 3610F,S and 1691F,S are normally required for the Evaluation specialization in MECA.
Prerequisite: Master's-level course such

as those listed above, or permission of instructor.
L. D. McLean and J. Weiss

3621 F Visual Techniques of Educational Data Analysis

Techniques of organizing and displaying educational data so as to permit some of the underlying structure to emerge and thus to inform conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale data are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will apply the techniques mentioned to one or more sets of educational data of interest to them, thereby generating conjectures and/or testing hypotheses (as appropriate).
D. F. Burrill

3637 S Advanced Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual-difference multidimensional scaling, and recent developments in scaling.
Prerequisites: 1602F (Non-Credit) and either 1670Y or 1680F, or permission of instructor.
S. Nishisato

3651 F,S,H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651F,S,H. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652,F,S,H.

3660 F Practicum in Recent Educational Research

Essentially a continuation of 1660 F,S,H, this seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.
Prerequisite: 1660F,S,H or equivalent, or permission of the instructor.
Staff (offered as required)

3666 F,S,H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
D. F. Burrill, G. Hanna, L. D. McLean, and staff

3668 S Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis and canonical analysis, multivariate analysis of

variance, and general linear models, are discussed with application to data.
Prerequisite: 1602F (Non-Credit), 1670Y, 3666F,S,H, or permission of the instructors.
S. Nishisato and R. E. Traub

3672 F,S,H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff (offered as required)

3673 F,S Advanced Seminar in Evaluation Problems

An advanced seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings. It is intended to draw upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.
Prerequisite: 3610F,S or equivalent.
Note: Practicum 3672F,S,H and Seminar 3673F,S may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
L. D. McLean

3674 H Advanced Seminar in Measurement and Experimental Design

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

The following courses might also be of special interest to students in MECA:

Adult Education
1133F,S Introduction to Qualitative Research in Adult Education
1137F,S Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360F,S,H Evaluation of Curriculum and Instruction
1363F,S,H Curriculum and Student Evaluation

Higher Education
1828F,S,H Evaluation in Higher Education

SOCIOLOGY IN EDUCATION

James L. Heap, Ph.D. (British Columbia)
Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Associate Professor
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Kari Dehli, Ph.D. (Toronto)
Assistant Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

George J. S. Dei, Ph.D. (Toronto)
Assistant Professor
(anti-racist education; international development; political ecology; race and ethnic studies; ethnography)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; non-sexist comprehensive approach to social inequality; ecofeminism)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, dilemmas of intervention in the educational change process)

Monica Heller, Ph.D. (California at Berkeley)
Associate Professor, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multiculturalism)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Associate Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; anti-sexist/

racist education; community–state relations; sociology of health and illness)

C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Ronald J. Silvers, Ph.D. (Princeton)
Professor
(postmodern thought; cultural studies in art and media; phenomenology and hermeneutics in the human sciences and education)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

W. Gordon West, Ph.D. (Northwestern)
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography in education and criminology; comparative adolescence and masculinity; delinquency, juvenile justice, and comparative criminological theory; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization–community relations and development; collaboration; education equity; child abuse prevention; bilingual education; Native education; school board trusteeship)

ASSOCIATED INSTRUCTOR:

Ronald D'Costa, Ph.D. (Louvain)
Professeur agrégé, Département de sociologie, Université d'Ottawa

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PROGRAMS

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. However, M.Ed. and M.A. studies may be pursued on a part-time basis.

In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. (See the "General Requirements for Admission and Degrees" section of this Bulletin.) Applicants who prefer Option III should so indicate on their application for admission and discuss this choice with their faculty advisor as soon as possible after admission.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme.

Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses in Graduate Studies»).

For the Ed.D. program, courses of study are arranged in consultation with their faculty advisor after admission.

Students in all programs should consult with their assigned advisor as soon as possible after admission. The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focusing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within OISE.

Ph.D. candidates are required to take a comprehensive examination at the end of their residence. The comprehensive examinations are scheduled yearly; please consult departmental regulations.

RESEARCH FOCUSES

Faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the six areas listed below. It must be stressed that these areas are *flexible and interacting emphases* rather than rigid enclaves.

Focus on Policy and Practice in Education

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1939, 1948, 1960, 1973, 3911, 3995. A variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Political Economy of Education

Relevant courses: 1950 is the core course for this focus; 1903, 1904, 1920, 1928, 1941, 1948, 1953, 1979, 3935, 3940, 3953, 3995. Theory and methodology of historical materialism; the impact of social class and gender on schooling, and schooling as a reproducer of gender and class; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, Dorothy Smith, Gordon West.

Focus on Education and the Social and Political Organization of Knowledge and Cognition

Relevant courses: 1928, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, and Dorothy Smith.

Focus on Feminist Studies and Gender Relations in Education

Relevant courses: 1972 is the core course for this focus; 1907, 1917, 1973, 3972. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Ruth Pierson, and Dorothy Smith.

Focus on Critical Pedagogy and Cultural Studies

Relevant courses: 1996 is the core course for this focus; 1903, 1909, 1929, 1942, 1953, 3903, 3911, 3927, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: Sandra Acker, George Burns, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West.

Focus on Comparative, International, and Development Education

This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 1979, 3930, 3935, 3940. Faculty include: George Dei, David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by January 15. If applicants wish to be considered for an OISE Graduate Assistantship, January 15 is the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, both of which should be from university instructors, if at all possible. These are in addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section. All incoming students without adequate preparation in sociology in education are strongly encouraged to take 1900 and a sociological theory course early in their program.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop methodological and theoretical competence during their master's programs.

Information about off-campus and on-campus courses to be offered in the 1993 Summer Session and the 1993/94 Regular Session will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. See also "Études en français" in "Interdisciplinary Focuses."

1900 F Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
C. P. Olson, Regular Session (after hours); Staff, Summer Session 1993

1900 F Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
G. E. Burns, session régulière

1903 F Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session (not offered in 1993/94)

1903 S L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques.
Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (ne sera pas offert en 1993/94)

1904 F Social Stratification and School Systems

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity

and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session (after hours; offered in alternate years)

1904 S La stratification sociale et le système scolaire

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone (ne sera pas offert en 1993/94)

1907 F Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session

1908 F Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
C. P. Olson, Regular Session (off-campus)

1909 F,S Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
G. E. Burns, Regular Session (off-campus; not offered in 1993/94)

1910 S Sociology and the Working Teacher

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker, Regular Session (after hours; not offered in 1993/94)

1914 S Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey, Regular Session (after hours)

1917 S Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved,

privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
W. G. West, Regular Session (after hours)

1920 F Comparative Adolescence: The Global Mediation of Race, Imperialism, Class, and Gender through Age

An examination of various socialization theories with an emphasis upon individual agents of socialization inside and outside the school. Examples from pre-industrial, "underdeveloping," and Western societies (including Canada) will be used to explore the social determinations of adolescence in historical and cross-cultural perspective (e.g., gender distinctions, age-based legal statuses, economic and labor-market contexts, secondary and vocational schooling, youth subcultures).
W. G. West, Regular Session (not offered in 1993/94)

1926 F Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
W. G. West, Regular Session (not offered in 1993/94)

1928 F The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" have been employed by parents, teachers, administrators, and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, and/or community activists.
K. Dehli, Regular Session (after hours) and G. E. Burns, Regular Session (off-campus)

1929 S L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer (soirée)

1932 F Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session

1939 F Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and

practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. J. Silvers, Regular Session (after hours)

1941 S Comparative Education: Third World Educational Alternatives

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. On the basis of this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
Staff (not offered in 1993/94)

1942 F Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (soirée; en français tous les deux ans)

1942 F Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours; not offered in 1993/94)

1947 S The Principles of Anti-Racist Education

This seminar will critically examine the structures and practices within which learning, teaching, and administration take place in educational institutions. It begins with a theoretical analysis of anti-racist and anti-discrimination education: what are its confines/parameters within the school system, and what are the challenges for students, educators, and staff interested in the pursuit of anti-racist work? Among other issues considered are the strategies for pursuing anti-racist and anti-discrimination education in the schools, the implications for all members of the school community, and the conduct of anti-racist research for teachers, field researchers, and practitioners.
G. J. S. Dei, Regular Session (after hours)

1948 F Sociology of Race and Ethnic Relations

This seminar reviews selected sociological theories and perspectives on ethnic and race relations. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: 1903F, or permission of the instructor.
G. J. S. Dei, Regular Session

1950 F Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
Staff (coordinated by D. W. Livingstone), Regular Session (after hours; offered in alternate years)

1952 F,S,H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type.
While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F Ideology, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including interview surveys and conscientization—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (offered in alternate years; not offered in 1993/94)

1954 F,S,H Eco-Sociology

This course will examine the interconnections between violence against women, groups, nations, and the earth. We will explore the congruencies and possible contradictions between a feminist and an ecological perspective.
M. Eichler, Regular Session

1960 S Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, Regular Session

1962 S Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
C. P. Olson, Regular Session (not offered in 1993/94)

1970 F Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours)

1971 F Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler, Regular Session

1972 F Education and the Sociology of Women and Gender Relations

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
Staff (coordinated by D. E. Smith), Regular Session (after hours)

1973 S Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker, Regular Session (after hours)

1975 S Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R. R. Pierson, Regular Session

1976 S Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (after hours; not offered in 1993/94)

1979 S Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conception of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's structural adjustment programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei, Regular Session (after hours)

1981 F Inequality, Affirmative Action, and Educational Systems

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.

E. B. Harvey, Regular Session (after hours)

1984 F,S,H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.

Staff, Regular Session

1987 F Health, Illness, and Knowledge of the Body: Education and the Self-Learning Processes

This course begins by interrogating the rise of scientific medicine in a social, political, and economic context, and explores different conceptions of health and illness. The emphasis is on how the body, diseases, and health are understood in contemporary Western medicine and in Eastern medical tradition, focusing on traditional Chinese medicine. The course takes an experiential approach (by means of physical exercises) in addition to the use of textual materials.

R. Ng, Regular Session (daytime; not offered in 1993/94)

1990 F Applied Sociological Field Research in Education

This course will provide practical training in a wide range of non-statistical research tools for policy-oriented research in education. The research tools include interviewing skills, the uses of observations and existing data, approaches to program evaluation, questionnaire development, how to organize research projects and write proposals, and strategies for developing effective research relationships with boards and agencies.

W. G. West, Regular Session (after hours)

1996 F Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and post-structuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

K. Dehli, Regular Session (after hours; offered in alternate years; not offered in 1993/94)

3903 S Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller, Regular Session (after hours)

3911 F Planned Educational Change: Intervention Theories and Methodologies

This course examines the problems and factors related to the implementation of educational and social programs. Implementation is also studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class is expected to become

involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff (not offered in 1993/94)

3927 S Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session (not offered in 1993/94)

3928 S Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap, Regular Session (after hours)

3930 S Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different socio-political settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session (not offered in 1993/94)

3933 F Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. J. Silvers, Regular Session (after hours)

3934 F Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours; not offered in 1993/94)

3935 S Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.

W. G. West, Regular Session (after hours)

3940 F Comparative Societies: Economic Change, the State, and Schooling

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

D. W. Livingstone, Regular Session (offered in alternate years; not offered in 1993/94)

3952 F,S,H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952F,S,H.

3953 S Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.

D. W. Livingstone, Regular Session (daytime; not offered in 1993/94)

3960 F Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.

D. E. Smith, Regular Session (not offered in 1993/94)

3970 S Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.

Staff, Regular Session (offered in alternate years; not offered in 1993/94)

3972 S Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course begins with an examination

of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It then examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: 1972S, 1973S, or permission of the instructor.
R. Ng, Regular Session (after hours)

3975 S Feminism and Poststructuralism in Education

This course will survey feminist debates about the relevancies, uses, and dangers of poststructuralist critique and theory for feminism. The intention is to provide critical analyses of key assumptions and strategies of poststructuralism and to consider whether these are compatible with feminism. Detailed consideration will be given to the implications of poststructuralism for feminist sociology in education and feminist pedagogical practice.
Prerequisite: 1972S, 1973S, or permission of the instructor.
K. Dehli, Regular Session

3980 S Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith, Regular Session (not offered in 1993/94)

3984 F,S,H Special Topics in Advanced Sociological Research in Education

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F Applied Sociology of State Formation and Educational Policy

Theoretical and empirical studies that situate comparatively the policy-making context of schooling systems and the educational features of state formation with a specific orientation to historical sociological and feminist methodologies; and locate state formation within a wider context of social change.
K. Dehli, Regular Session (daytime; offered in alternate years)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education
1136F,S Political Economy of Adult Education
1139F,S Introduction to Comparative, International, and Development Education (acceptable for credit in Sociology in Education)
1148S An Introduction to Workplace and Community Democracy

Higher Education
3806S Case Studies in Comparative Higher Education

History and Philosophy of Education
1418F,S,H The Role of Education in Theories of Women's Emancipation: I
1436F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness
3418F,S,H The Role of Education in Theories of Women's Emancipation: II
3447F,S,H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of January 1, 1993)

Abbey, David S.,† Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L., Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Anderson, Steve,* Curriculum
Astington, Janet W., Applied Psychology
Beatty, David J. F.,* Adult Education
Beck, Clive M., History and Philosophy of Education
Begley, Paul T., Educational Administration
Bereiter, Carl, Applied Psychology
Bernhardt, Elizabeth,* Curriculum
Biemiller, Andrew J., Applied Psychology
Bogdan, Deanne, History and Philosophy of Education
Booth, David, Curriculum
Boyd, Dwight R., History and Philosophy of Education
Brehaut, Willard, History and Philosophy of Education
Brillinger, Margaret Fisher,* Adult Education
Brison, David W.,† Applied Psychology
Brown, Alan F., Educational Administration
Brundage, Donald H.,† Adult Education
Burnaby, Barbara J., Adult Education
Burns, George E., Sociology in Education
Burrill, Donald F., MECA
Byrne, Niall P., Higher Education
Caplan, Paula J., Applied Psychology
Cassie, J. R. Bruce, Applied Psychology
Christensen, Clifford M.,† Applied Psychology
Churchill, Stacy, Curriculum
Cleave-Hogg, Doreen,* Higher Education
Cohen, Rina S., MECA
Cohen, Robert,* Higher Education
Cole, Ardra, Applied Psychology
Cole, Ester,* Applied Psychology
Connelly, F. Michael, Curriculum
Corson, David J., Educational Administration
Courtney, Richard, Curriculum
Cousins, J. Bradley, Educational Administration
Cumming, Alister, Curriculum
Cummins, James P., Curriculum
Danesi, Marcel, Curriculum
Darroch-Lozowski, Vivian, Applied Psychology
Davie, Lynn E., Adult Education
Davis, John E., Educational Administration
D'Costa, Ronald,* Sociology in Education
Dehli, Kari, Sociology in Education
Dei, George J. S., Sociology in Education
Diamond, C. T. Patrick, Curriculum
Draper, James A., Adult Education
Eagle, Morris N., Applied Psychology
Eichler, Margrit, Sociology in Education
Eisenberg, John A., History and Philosophy of Education
Ellis, M. Dormer,† Adult Education
Evans, Peter J.,* MECA
Farrell, Joseph P., Adult Education
Feuerverger, Grace, Curriculum
Frenette, Normand J., Curriculum
Friedland, Judith,* Instruction and Special Education
Fullan, Michael, Sociology in Education
Galloway, Priscilla,* Curriculum
Gamlin, Peter, Applied Psychology
Garber, Malcolm, Instruction and Special Education
Geis, George L., Higher Education
Gelcer, Esther,* Applied Psychology
Gérin-Lajoie, Diane, Curriculum
Geva, Esther, Instruction and Special Education
Goldstein, Harvey,* MECA
Greenfield, Thomas B.,† Educational Administration
Griffin, Virginia R., Adult Education
Guttman, Mary Alice, Applied Psychology

Hall, Budd L., Adult Education
Hanna, Gila, MECA
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